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ABSTRACT

This is the report of 1982 and 1983 studies of six suburban school districts in Marion County, Indiana. It analyzes student attitudes towards school desegregation in the second year of an ongoing, court-required student needs assessment. Part I introduces the study. Part II provides a legal history of integration problems in Marion County, the study's statement of purpose, and an explanation of the development of the study questionnaire. Part III describes the methodology used to survey 4,783 students in Grades 2-11, a sampling that included 3,119 white residents and 1,486 black non-residents. ("Non-residents" were those bused to schools outside their home school districts.) Part IV includes statistical results with factor, chi-square, regression, and cluster analyses. Part V, with findings and conclusions, discusses the study's dominant finding that black and white students were pleased with their schools after integration. Recommendations made include the need for educators' continuing sensitivity to factors surrounding parental and student concerns. Appended are a legal history of desegregation in the United States, 1982 and 1983 questionnaires, the script of the 1983 survey, and results of the various data analyses operations. (KH)

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BEYOND SCHOOL DESEGREGATION:

A Study Of Student Perceptions And Needs In Six Suburban Township School Districts In Marion County, Indiana - Year Two

A Research Report

by

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.....Even in the darkest of times we have the right to expect some illumination...such illumination may well come less from theories and concepts than from the uncertain, flickering, and often weak light that some men and women, in their lives and their works, will kindle under almost all circumstances and shed over the time span that was given them on earth.....Eyes so used to darkness as ours will hardly be able to tell whether their light was the light of a candle or that of a blazing sun. But such objective evaluation seems to me a matter of secondary importance which can be safely left to posterity.

Hannah Arendt, Men in Dark Times

TABLE OF CONTENTS

	Page
Acknowledgements	iii
I. Introduction	1
II. Background	3
A. Legal History (United States v. Board of School Commissioners of City of Indianapolis	4
B. Purpose of the Study	5
C. Development of the Questionnaire	5
III. Methodology	8
A. Introduction	9
B. Reliability Coefficient	10
C. Data Preparation	10
D. Analyses	11
1. Item by Item Analysis (1983 STUDY)	11
2. Item by Item Analysis (1982/1983 STUDY)	11
3. Cluster Summary	12
4. Factor Analysis	13
5. Regression Analysis	13
6. Conceptual Cluster Analysis	13
IV. Results	14
A. Item by Item Analysis	15
B. Cluster Summary	117
C. Factor Analysis	122
D. Regression Analysis	128
V. Conclusions and Recommendations	133
A. Summary of Findings and Conclusions	134
B. Commendations and Recommendations	135
A Final Note	137
Appendix A: Legal History of Desegregation in the United States	138
Appendix B: 1982 and 1983 Questionnaires	154
Appendix C: 1983 Script	165
Appendix D: Variance Accounted for by Factors	176
Appendix E: Factor Loadings and Listing of Factors (Black and White Students)	178
Appendix F: Factor Loadings and Listing of Factors (Black Students)	183
Appendix G: Factor Loadings and Listing of Factors (White Students)	187
Appendix H: Cross Grade Comparison (1982/1983 STUDY)	192
Appendix I: Conceptual Cluster Analysis	225

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All research initiatives it goes without saying, must have fiscal support. The financial support for this study was made by the Eli Lilly Endowment and Indiana University. A special indebtedness goes out to these organizations. This report conducted from a multi-disciplinary, multi-variate approach to the study of school desegregation is dedicated to those brave student learners, parents, community and educational leaders whose valiant efforts in the Marion County, Indiana school desegregation process, did much to prepare the way for better educations and better lives for untold thousands who will follow them.

INTRODUCTION

> The willingness of Americans to tax and spend heavily for education has reflected a remarkable faith in the efficacy of education for individual and collective progress. Americans have believed in economic competition and the survival of the fittest in the marketplace; but the harsher aspects of social Darwinism in American life have long been tempered by a corresponding belief that all should have an equal start in the competition through a good education. The American ideology may accept economic inequalities that reflect differences in talents and motivation to succeeed, but it seems to reject a rigid class system based on privilege alone.
>
> Cataldo et al., 1978

Today's enlightened society has taken upon itself the task of not only educating its youth, but is also conferring on them the status of "person with rights" in the educational domain. Conceptually speaking, effective schooling is predicated on the establishment of a climate conducive to learning. Likewise, school improvement occurs in a social context that impels the enhancement of education. Recent reports undertaken by the National Commission on Excellence in Education, American Council on Education, Twentieth Century Fund, National Task Force on Economics and Education, and 70 others on the status of education in the United States come at a propitious time. This is the second time in recent history that an event has galvanized us as a nation for the expressed purpose of school improvement and reform.

This issue becomes even more important, when viewed within the context of public school desegregation. Even under the best conditions, school desegregation is a difficult task. It seems reasonable to argue that, since Brown v. Board of Education, there has been significant change in the nation's attitude toward public school desegregation. These attitudinal changes have been influenced by the courts, general social movements and legislative enactments.

The following study in six suburban township school districts in Marion County, Indiana was an attempt to further analyze during year two student attitudes toward desegregation and subsequently contribute to this growing body of literature, in order to impact positively curricular experiences among the involved students.

We ardently hope that any changes brought about by the use of this study's results, will enhance the quality of educational experiences for all students. Encouraging progress towards academically excellent and egalitarian schooling is a crucial role these school districts are playing. In this regard the educational leadership has helped make the school community understand and make decisions about their position in a society striving towards the principles articulated in the Constitution.

BACKGROUND

Legal History*

Since its inception on May 31, 1968, the case, United States v. Board of School Commissioners of City of Indianapolis, Indiana, has grown to encompass fifteen separate court actions. Ruby Buckley, on behalf of her children, Donny and Alycia, and all Negro school-age children residing within the limits of Marion County, State of Indiana, initially charged that the State of Indiana and the Board of School Commissioners of the City of Indianapolis had conspired, through acts of the Indiana General Assembly, to maintain a system of racially segregated schools. Later, after certain acts of the General Assembly were brought into question regarding the location of public housing projects solely within the confines of the territory of the Indianapolis Public Schools, the Metropolitan Housing Commission of Marion County was added as a defendant in the case.

In 1973, the district court ruled that the Board of School Commissioners was guilty of racial discrimination and that an interdistrict desegregation plan should be devised to bring about the integration of the Indianapolis Public Schools. Such a plan initially involved the proposed transfer of students between IPS and school districts within the county and the surrounding counties. The State of Indiana was also directed to observe an affirmative duty to bring about desegregation.[1] The matter was appealed to the 7th Circuit which reversed the trial court on its all-encompassing order involving the surrounding counties and limited the scope to Marion County alone. The 7th Circuit further remanded the decision affecting Marion County in light of the recent Milliken[2] decision for further consideration.[3] The United States Supreme Court refused to grant certiorari.[4]

After reconsideration, the district court ordered the transfer of Black students to the surrounding suburban school districts outside of the boundaries of the Indianapolis Public Schools but within the boudaries of Marion County.[5] The 7th Circuit affirmed the holding of the lower court,[6] and the case was appealed to the U.S. Supreme Court which vacated the decision and remanded the case to the 7th Circuit for reconsideration.[7] In turn, the 7th Circuit remanded the case to the district court[8] for reconsideration as to whether discriminatory intent could be proven on the part of the State of Indiana through the action of the General Assembly in establishing Uni-Gov (a unified government entity for the whole of Marion County) while, at the same time, refusing to extend the boundaries of the Indianapolis Public Schools to make them coterminous with those of the Uni-Gov unit. Also, the actions of the Housing Authority of the City of Indianapolis in locating all of its public housing projects within the boundaries of the Indianapolis Public Schools were questioned as to possible discriminatory intent. If either of these actions were found to be discriminatory in intent, the court was directed to provide an interdistrict remedy following the principles set forth in Dayton v. Brinkman.[9] Certiorari to the U.S. Supreme Court was denied.[10]

The trial court found both actions to have had discriminatory intent and ordered the transfer of approximately 7,000 Black pupils.[11] An appeal to the 7th Circuit did not result in a ruling, but rather a remand to consider several plans proposed for desegregation by the various parties to the suit.

*See Appendix A for the legal history of desegregation in the United States.

This the trial court completed, and selected a one-way busing plan of Black pupils to the surrounding suburban school districts along with a plan for the final desegregation of the Indianapolis Public Schools within its own boundaries. The court also removed two township school districts (Metropolitan School District of Washington Township and Metropolitan School District of Pike Township), from the order stating that the demographic shifts in the Black student population had rendered their continuation in the desegregation remedy unnecessary.[12] In addition, two other suburban school districts (Beech Grove and Speedway) were not included in the court order but litigation was continued for them.

The order was appealed to the 7th Circuit which affirmed the action, finding that the judge had not abused his discretion, and which also sent the case back on remand for consideration as to whether the two suburban districts (Beech Grove and Speedway) should be excused from the order.[13] The U.S. Supreme Court refused to grant certiorari.[14]

On June 19, 1981, four of the suburban school districts involved filed a petition with the district court to determine who would bear the financial responsibility for the cost of the desegregation plan. The Indiana General Assembly had adjourned in 1981 without appropriating the funds for the implementation of the desegregation plan, which brought about the necessity for the petition. The district court ruled that the State of Indiana would have to bear the full cost for remedying the violations because the State had been found solely liable for them (July 17, 1981). The ruling was appealed to the 7th Circuit which affirmed the district court's order.[15] The U.S. Supreme Court denied certiorari (No. 82-179) on December 13, 1982.[16]

Purpose of the Study

The following study is a result of the aforementioned case. The remedy called for the continuance of the court ordered Indiana State Department of Public Instruction Inservice Plan. A portion of the inservice plan required a student needs assessment to identify student needs and concerns related to desegregation.

A search was made to locate a study which addressed desegregation related student needs and concerns. However, no appropriate study was found. The directors of desegregation along with the state educational consultant in charge of coordinating the inservice plan formed a committee to identify student needs and concerns related to desegregation. The committee selected questions which related to the identified issues. At that time, the committee determined that an outside consultant would be employed to insure an objective evaluation of the initial project as well as the continuation of the process to produce credible results. Thus, it was decided to employ Dr. Robert Wolf, as a private contractor.

Development of the Questionnaire

Two major criticisms were made by Dr. Wolf. First, the initial questions selected by the committee were too general in nature; second, the questions did not necessarily reflect the various concerns of groups involved in the desegregation process. To remedy the weaknesses, the committee

decided to utilize naturalistic inquiry at Dr. Wolf's recommendation. Extensive observations and interviews of various groups (i.e., students, teachers, administrators, parents, and community and political leaders) were conducted to provide a basis for the development of the two forms of the questionnaire.[17] The approved questionnaire was administered to a random sample of students in the six suburban Marion County school districts during the spring of 1982.

Upon the completion of the 1982 study, the committee decided to revise the questionnaire and administer it during the 1982-1983 school year. Although a new research team from the Indiana University School of Education was employed, the 1983 data were analyzed in a manner similar to the 1982 study to insure continuity between the studies and validity in the comparison of the studies.

END NOTES

[1]368 F. Supp. 1191 (1973)

[2]418 U.S. 717 (1974)

[3]503 F2d 68 (1974)

[4]421 U.S. 929 (1975)

[5]419 F. Supp. 180 (1975)

[6]541 F2d 1211 (1976)

[7]429 U.S. 1068 (1977)

[8]573 F2d 400 (1977)

[9]433 U.S. 406 (1977)

[10]439 U.S. 824 (1978)

[11]456 F. Supp. 183 (1978)

[12]506 F.Supp. 657 (1979)

[13]637 F2d 1101 (1980)

[14]449 U.S. 838 (1980)

[15]677 F2d 1185 (1982)

[16]___ U.S. ___, 103 S. Ct. 568 (1982)

[17]Robert L. Wolf et al. Beyond School Desegregation: A Study of Student Perceptions and Needs In Six Suburban Townships in Marion County, Indiana. Bloomington, Indiana: 1982.

METHODOLOGY

Introduction

This study was the second year for the Marion County Student Needs Assessment. The instrument used was a modified version of the questionnaire used in the 1982 study. Modification of the questionnaire was completed by the directors of desegregation from the six township school districts and the state educational consultant. Both White resident and Black non-resident forms of the questionnaire had 104 items with identical and parallel questions (See Appendix B).

The questionnaire was administered to a random sample of students in grades two through eleven in the six township school districts. The sampling included 10% of the resident students and 30% of the non-resident students. The sample was taken from all buildings receiving transfer students within the districts with the attempt to equalize the number of students by race, sex and grade level.

The administration of the questionnaire was the responsibility of the six township school districts with the state educational consultant serving as the pivotal person for the group. The questionnaire was administered during the last week of February and the first week of March so that all the data were gathered by March 4, 1983. A script was developed and utilized to improve the clarity of instruction and questions for the students (See Appendix C). The script was developed in particular for use with the students at the fifth grade level and below.

The total number of students surveyed was 4,783. Only four students failed to respond to the race (White or Black) or form (resident or non-resident) items. The following is the breakdown by race and form for the sample.

	Race			
Form	White	Black	Other	Total
Resident	3,119	101	55	3,275
Non-Resident	6	1,486	12	1,504
Total	3,125	1,587	67	4,779

An outside contractor was hired to enter the data onto a tape for subsequent analyses by the research team similar to the 1982 study. School and district identification codes were removed from the comingled data tape prior to its presentation to the research team. Each district received various breakdowns of the affirmative responses from students within that particular district. The Indiana Department of Public Instruction provided each school district with an individual analysis.

Reliability Coefficient

The first step in the analysis was to establish the reliability of the responses for both years and forms. The directionality of each item was indicated in order to compute the reliability. In this procedure any case was removed from the sample if the respondent failed to answer one or more items. Additionally, the reliability coefficients were established for only the White resident and Black non-resident students. The following table provides the established reliability coefficients.

Group	N	Number of Items	Reliability Coefficient
1982 White Resident	1,897	99	.89
1982 Black Non-Resident	842	92	.90
1983 White Resident	2,054	104	.88
1983 Black Non-Resident	955	104	.89

Data Preparation

In order to prepare the data for the analysis, a filtering procedure was developed by the research team to eliminate cases in which 20% or more of the items had not been answered. The study was only concerned with the perception of White resident and Black non-resident students, all others were eliminated. In addition, students in the 1982 study, not enrolled in grades three through nine were eliminated; while in the 1983 study, those not enrolled in grades two through ten were eliminated. Students enrolled in grade ten in 1982 and grade eleven in 1983 were eliminated from the study due to the fact that no non-resident students were enrolled in those grades.

Group	1982	1983
White Resident	2,455	2,744
Black Non-Resident	1,246	1,457
Total	3,701	4,201

Analyses

The assessment committee requested that the 1983 data be analyzed in a manner similar to the 1982 study to insure continuity between the studies and validity in the comparison of the studies. Therefore, the chi-square test of significance using planned multiple comparisons, factor analysis and regression analysis were the statistical procedures employed. In addition, the assessment committee requested a summary of the findings from the chi-square tests of significance. The findings were summarized by the research team through the use of cluster summaries. The research team recommended a conceptual clustering and analysis of the items in place of the factor analysis. The conceptual clustering and analysis as well as, a cross-grade comparison of the 1982/1983 data requested by the school districts were included as appendices.

Item by Item Analysis (1983 STUDY)

The 1983 study included a descriptive analysis of each item. For each item, the percent of students responding "yes" to the item was compared by race across the grades. The chi-square test of significance using planned multiple comparisons was utilized to identify significant differences between the responses of White and Black students in grades two through ten. Due to the oversampling of Black students, the White and Black samples were weighted so that the group proportions were representative of the school districts' populations (Weights: White (1.26); Black (0.5)). Any test of significance included the weighting for the two groups.

The critical values utilized in the 1983 study were 7.67 ($p < .05$, i.e., significance level) indicated by a single asterisk in the table and 10.63 ($p < .01$) indicated by a double asterisk in the table. The following defines each column in the tables used to explain the analysis of each item in the 1983 study.

GRADE - Grades two through ten.

N1 - Number of White students in that particular grade who responded "yes" to the item.

P - Proportion of White students in that particular grade who responded "yes" to the item.

N2 - Number of Black students in that particular grade who responded "yes" to the item.

P - Proportion of Black students in that particular grade who responded "yes" to the item.

X^2 - Chi-square value for the contrast.

TOTAL - Number of White students who responded "yes" to the item;
Number of White students who responded to the item.
Number of Black students who responded "yes" to the item;
Number of Black students who responded to the item.

PERCENT - Percent of White students who responded "yes" to the item;
Percent of Black students who responded "yes" to the item.

Item by Item Analysis (1982/1983 STUDY)

The 1982/1983 comparison study (cohort analysis) also included an item by item analysis. For each item, the percent of students responding "yes" to the items was compared by year across the grades for both White and Black students. The chi-square test of significance using planned multiple comparisons

was again utilized to identify significant differences. The 1982 study utilized grades three through nine, thus this limitation was imposed on the 1982/1983 comparison study.

The critical values utilized in the 1982/1983 comparison study were 7.24 ($p < .05$) indicated by a single asterisk in the table and 10.18 ($p < .01$) indicated by a double asterisk in the table. The following defines each column in the tables used to explain the analysis of each item in the 1982/1983 comparison study for both the Black and White students.

Grade - Grades three through nine.

N - Number of Black (White) students in 1982 in that particular grade who responded "yes" to the item.

P - Proportion of Black (White) students in 1982 in that particular grade who responded "yes" to the item.

N - Number of Black (White) students in 1983 in that particular grade who responded "yes" to the item.

P - Proportion of Black (White) students in 1983 in that particular grade who responded "yes" to the item.

X^2 - Chi-square value for the contrast.

TOTAL - Number of Black (White) students in 1982 who responded "yes" to the item;
Number of Black (White) students in 1982 who responded to the item.
Number of Black (White) students in 1983 who responded to the item;
Number of Black (White) students in 1983 who responded to the item.

PERCENT - Percent of Black (White) students in 1982 who responded "yes" to the item;
Percent of Black (White) students in 1983 who responded "yes" to the item.

Appendix H provides a cross grade comparison of the 1982/1983 data. The critical values are the same as for the cohort analysis. The table columns are similar to those for the cohort analysis except the grade levels.

With regards to the item by item analysis, a word of caution is provided for the reader. Statements based on the mere observation of the data as presented in the table have not been statistically tested for significance. In addition, some items (i.e., 1983 study: Items 56 and 57; 1982 study: Items 55, 56 and 77) may lack reliability due to a large percent of non-respondents and negative item total correlation.

Cluster Summary

The items selected for use in the summary tables were those in which significant differences between the responses of White and Black students existed across four or more grade levels in the 1983 study. The research team worked cooperatively to cluster the items using three criteria. The clustering criteria were factor analysis, item correlation and conceptual analysis. The results were the following five clusters: Black and White Student Interaction, School Amity; Student, Parent, Teacher Interaction; School Discipline and Miscellaneous. Summary tables were provided for each cluster which indicated significant differences and the direction of change for each item in the cluster. The following symbols were utilized in the summary tables.

> - Greater than
< - Less than
* - No corresponding item in the 1982 study

Factor analysis

The second type of analysis completed was factor analysis. Due to the use of a binary response (yes or no) to the items, it was necessary to utilize the Exploratory Factor Analysis Program (EFAP). The data were analyzed using EFAP for White and Black students, as well as for both groups individually. Factor loadings and the listing of the items within each factor are reported in Appendices E, F and G. The factor loading indicates the strength of the relationship of a particular item to a particular factor. In the 1983 study as in the 1982 study, those items that had a a factor loading of .4 or higher were considered significant. Items that loaded high on several factors were included in the factor where the loading was the highest. Items with factor loadings of less than .4 were eliminated from the factor. Analysis of variance (ANOVA) was performed on each factor to identify any significant differences between the responses of Black and White students. The following defines each column in the ANOVA tables..

SS - Sum of squares

df - Degrees of freedom

MS - Mean square

F - F value

P - Significance level

Regression Analysis

The third type of analysis was the regression analysis which examined the data for relationships between the eight factors defined in the factor analysis. The regression analysis was completed on the data for the combined group - both Black and White students.

Each factor was regressed not only on the other factors but on three other variables: grade, sex and race. In the analysis of each separate factor, the other seven factors as well as grade, race and sex were considered independent variables. Each independent variable had to have a significance level of .05 or higher to be considered correlated with the specific factor being analyzed.

The following defines each column in the tables used in the multiple regression analysis.

Independent variable - One of the eight factors from the factor analysis, grade, race or sex.

Coefficient - Describes the association between the dependent variable and the independent variable. It indicates the change in the independent variable associated with a unit change in the dependent variable.

Multiple R - A measure of the relationship between the dependent variable and a weighted combination of the independent variables.

Significance - Significance level

Conceptual Cluster Analysis

The items were clustered through the process of Conceptual Analysis. Reliability coefficients were then computed for the responses to the items in each cluster. Reliability coefficients for each cluster greater than .58 were considered to give stability to the responses of the items in the clusters. An analysis of variance (ANOVA) was performed to identify any significant difference between the responses of Black and White students on that cluster. Additionally, two measures of strength of association were calculated to support the ANOVA findings.

RESULTS

Item by Item Analysis

1. I can explain what the word desegregation means.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	25	0.0880	25	0.1515	1.08799
3	36	0.1277	30	0.1796	0.73555
4	52	0.1831	32	0.1928	0.02538
5	58	0.2079	50	0.2890	1.83977
6	114	0.3562	84	0.4828	4.61114
7	181	0.5656	96	0.6076	0.46849
8	245	0.7562	120	0.7500	0.01026
9	250	0.7962	119	0.8686	1.23350
10	286	0.8614	140	0.9396	1.55508
TOTAL	1247(2739)		696(1449)		
Percent	45.53		48.03		

In the 1983 study, 46% of the White students and 48% of the Black students responded in the affirmative. The difference in the percent of affirmative responses for White and Black students across grade levels varied from a high of 94% for Black tenth graders to a low of 9% for White second graders. When the scores were weighted to accomodate for the unequal distribution between the White and Black students, it was found that there was no significant difference between the responses of White and Black students at any grade.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	21	0.1141	30	0.1796	1.5058
4	32	0.1798	32	0.1928	0.0581
5	70	0.3867	50	0.2890	3.3855
6	88	0.4916	84	0.4828	0.0278
7	115	0.6609	96	0.6076	0.9437
8	123	0.7278	120	0.7500	0.1622
9	154	0.8902	119	0.8686	0.1424
TOTAL	603(1238)		531(1135)		
Percent	48.71		46.78		

In the comparison study, 49% of the Black students in 1982 and 47% of the Black students in 1983 responded in the affirmative. The difference in the percent of affirmative responses for Black students across grade levels and years varied from a high of 89% for ninth graders in 1982 to a low of 11% for third graders in 1982. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	33	0.0922	36	0.1277	0.7981
4	71	0.1978	52	0.1831	0.1372
5	103	0.2877	58	0.2079	4.0156
6	165	0.4955	114	0.3562	12.7168 **
7	222	0.6453	181	0.5656	4.2350
8	293	0.8371	245	0.7562	4.4334
9	307	0.8746	250	0.7962	4.1012
TOTAL	1194(2453)		936(2123)		
Percent	48.68		44.09		

Forty-nine percent of the White students in 1982 and 44% of the White students in 1983 responded in the affirmative in the comparison study. The difference in the percent of affirmative responses for White students across grade levels and years varied from a high of 87% for ninth graders in 1982 to a low of 9% for third graders in 1982. A significant difference existed between the responses of White sixth graders ($p < .01$). In 1982, 50% of the White sixth graders responded in the affirmative while in 1983, 36% of the White sixth graders responded in the affirmative.

2. I think it is a good idea to mix people of different races together.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	228	0.8114	130	0.7975	0.07207	
3	245	0.8688	137	0.8354	0.42272	
4	239	0.8386	134	0.8024	0.50411	
5	228	0.8172	146	0.8439	0.28154	
6	241	0.7531	145	0.8382	2.92342	
7	204	0.6395	136	0.8608	18.35254	**
8	233	0.7214	138	0.8625	7.56184	
9	207	0.6677	115	0.8456	10.40125	*
10	240	0.7339	127	0.8819	7.62248	
TOTAL	2065(2726)		1208(1438)			
Percent	75.75		84.01			

In the 1983 study, 76% of the White students and 84% of the Black students responded in the affirmative. Significant differences between the responses of White and Black students were observed in the seventh grade ($p < .01$) and ninth grade ($p < .05$). In the seventh grade, 64% of the White students and 86% of the Black students responded in the affirmative. Sixty-seven percent of the White students and 85% of the Black students in the ninth grade responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

GRADE	82 N	82 P	83 N	83 P	X^2
3	133	0.7308	137	0.8354	6.3716
4	150	0.8427	134	0.8024	0.9448
5	156	0.8619	146	0.8439	0.1924
6	136	0.7727	145	0.8382	2.5210
7	136	0.7816	136	0.8608	3.5023
8	138	0.8070	138	0.8625	1.7178
9	139	0.7989	115	0.8456	1.1257
TOTAL	988(1236)		951(1131)		
Percent	79.84		84.08		

In the comparison study, 80% of the Black students in 1982 and 84% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

GRADE	82 N	82 P	83 N	83 P	X^2	
3	266	0.7451	245	0.8688	12.1265	**
4	295	0.8217	239	0.8386	0.2274	
5	264	0.7374	228	0.8172	5.0197	
6	238	0.7147	241	0.7531	1.2111	
7	207	0.6106	204	0.6395	0.6895	
8	210	0.6034	233	0.7214	11.7164	**
9	232	0.6744	207	0.6677	0.0366	
TOTAL	1712(2438)		1597(2118)			
Percent	70.22		75.40			

Seventy percent of the White students in 1982 and 75% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences in the responses of White third graders ($p < .01$) and eighth graders ($p < .01$) were observed across the years. In 1982, 75% of the White third graders compared to 87% of the White third graders in 1983 responded in the affirmative. In the eighth grade, 60% of the White students in 1982 and 72% of the White students in 1983 responded "yes" to this item.

3. I think the Black students were brought here so they could get a better education.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	233	0.8233	132	0.7952	0.25315
3	216	0.7687	151	0.9096	6.34269
4	213	0.7500	122	0.7262	0.18311
5	180	0.6429	115	0.6686	0.21764
6	208	0.6541	121	0.6954	0.57926
7	219	0.6801	102	0.6415	0.47061
8	215	0.6595	101	0.6352	0.18657
9	197	0.6274	96	0.6957	1.29990
10	222	0.6707	98	0.6622	0.02173
TOTAL	1903(2739)		1038(1450)		
Percent	69.48		71.59		

In the 1983 study, 69% of the White students and 72% of the Black students responded in the affirmative. There was no significant difference between the responses of White and Black students across the grade levels.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	130	0.7065	151	0.9096	16.6747 **
4	119	0.6648	122	0.7262	1.5124
5	120	0.6667	115	0.6686	0.0015
6	122	0.6816	121	0.6954	0.0783
7	108	0.6171	102	0.6415	0.2291
8	109	0.6374	101	0.6352	0.0019
9	112	0.6437	96	0.6957	0.9628
TOTAL	820(1242)		808(1136)		
Percent	66.01		71.13		

In the comparison study, 66% of the Black students in 1982 and 71% of the Black students in 1983 responded in the affirmative. A significant difference was observed between the responses of Black third graders ($p < .01$) across the years. In 1982, 71% of the Black third graders compared of 91% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	260	0.7263	216	0.7687	1.2299
4	231	0.6435	213	0.7500	7.8124 *
5	185	0.5197	180	0.6429	10.3238 **
6	183	0.5479	208	0.6541	7.9717 *
7	218	0.6356	219	0.6801	1.4310
8	198	0.5706	215	0.6595	5.7661
9	203	0.5800	197	0.6274	1.6132
TOTAL	1478(2447)		1448(2125)		
Percent	60.40		68.14		

Sixty percent of the White students in 1982 and 68% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses for White students in 1983 was consistently higher than the percent of affirmative responses for White students in 1982 at every grade level. Significant differences were found between the responses of White fourth graders ($p < .05$), fifth graders ($p < .01$) and sixth graders ($p < .05$) across the years. In 1982, 64% of the White fourth graders compared to 75% of the White fourth graders in 1983 answered "yes" to this item. Fifty-two percent of the White fifth graders in 1982 while 64% of the White fifth graders in 1983 responded in the affirmative. In the sixth grade, 55% of the White students in 1982 and 65% of the White students in 1983 responded "yes" to this item.

4. I think the Black students are here so all students can get to know each other better.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	246	0.8693	138	0.8313	0.43087
3	209	0.7438	148	0.8862	6.09829
4	210	0.7394	124	0.7381	0.00054
5	199	0.7107	120	0.6936	0.09006
6	217	0.6824	111	0.6491	0.34683
7	177	0.5514	99	0.6187	1.34736
8	201	0.6166	87	0.5437	1.57895
9	163	0.5208	77	0.5704	0.63073
10	169	0.5106	79	0.5338	0.15058
TOTAL	1791(2737)		983(1448)		
Percent	65.44		67.89		

In the 1983 study, 65% of the White students and 68% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students across the grade levels.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	136	0.7432	148	0.8862	8.0846 *
4	138	0.7709	124	0.7381	0.4232
5	125	0.6944	120	0.6936	0.0003
6	125	0.7022	111	0.6491	1.1136
7	106	0.6163	99	0.6187	0.0023
8	99	0.5789	87	0.5437	0.4633
9	92	0.5380	77	0.5704	0.3574
TOTAL	321(1234)		766(1134)		
Percent	66.53		67.55		

In the comparison study, 67% of the Black students in 1982 and 68% of the Black students in 1983 responded "yes" to this item. A significant difference was observed between the responses of Black third graders ($p < .05$) across the years. In 1982, 74% of the Black third graders compared to 87% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	277	0.7781	209	0.7438	0.7831
4	243	0.6769	210	0.7394	2.6274
5	219	0.6134	199	0.7107	6.2866
6	190	0.5723	217	0.6824	8.3370 *
7	179	0.5234	177	0.5514	0.5501
8	156	0.4470	201	0.6166	20.5225 **
9	180	0.5172	153	0.5208	0.0087
TOTAL	1444(2443)		1376(2123)		
Percent	59.11		64.81		

Fifty-nine percent of the White students in 1982 and 65% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences existed between the responses of White sixth graders ($p < .05$) and eighth graders ($p < .01$) across the years. In 1982, 57% of the White sixth graders responded in the affirmative compared to 68% of the White sixth graders in 1983. In the eighth grade, 45% of the White students in 1982 compared to 62% of the White students in 1983 responded "yes" to this item.

5. I sit next to both Black and White students at lunch.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	163	0.5780	134	0.8121	14.77273 **
3	178	0.6312	123	0.7365	3.00907
4	219	0.7684	144	0.8571	2.14998
5	207	0.7446	140	0.8092	1.16308
6	209	0.6531	121	0.6954	0.51317
7	119	0.3719	91	0.5759	11.03771 *
8	118	0.3642	81	0.5062	5.41566
9	93	0.2962	54	0.3971	2.36932
10	68	0.2042	54	0.3649	6.51463
TOTAL	1374(2738)		942(1449)		
Percent	50.18		65.01		

In the 1983 study, 50% of the White students and 65% of the Black students reported that they sat next to both Black and White students at lunch. The percent of affirmative responses was consistently higher for Black students than White students at all grade levels. The difference in the percent of affirmative responses for White and Black students across grade levels varied from a high of 86% for Black fourth graders to a low of 20% for White tenth graders. Significant differences between the responses of White and Black students occurred at the second grade ($p < .01$) and seventh grade ($p < .01$). In the second grade, 58% of the White students compared to 81% of the Black students responded "yes" to this item. Thirty-seven percent of the White students compared to 58% of the Black students in the seventh grade responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	140	0.7650	123	0.7365	0.3145
4	149	0.8371	144	0.8571	0.1543
5	134	0.7444	140	0.8092	1.6430
6	131	0.7318	121	0.6954	0.5196
7	111	0.6343	91	0.5759	1.2532
8	79	0.4593	81	0.5062	0.8103
9	64	0.3636	54	0.3971	0.3801
TOTAL	808(1243)		754(1136)		
Percent	65.00		66.37		

In the comparison study, 65% of the Black students in 1982 and 66% of the Black students in 1983 reported that they sat next to both Black and White students at lunch. The difference in the percent of affirmative responses for White and Black students across grade levels and years varied from a high of 86% for Black fourth graders in 1983 to a low of 36% for Black ninth graders in 1982. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	248	0.6927	178	0.6312	2.4077
4	266	0.7430	219	0.7684	0.4128
5	264	0.7416	207	0.7446	0.0058
6	242	0.7311	209	0.6531	3.9898
7	145	0.4215	119	0.3719	1.6466
8	99	0.2829	118	0.3642	4.4876
9	80	0.2279	93	0.2962	3.1130
TOTAL	1344(2448)		1143(2123)		
Percent	54.90		53.84		

Fifty-five percent of the White students in 1982 and 54% of the White students in 1983 responded in the affirmative in the comparison study. The difference in the percent of affirmative responses for White students across grade levels and years varied from a high of 77% for White fourth graders in 1983 to a low of 23% for White ninth graders. No significant difference existed between the responses of White students at any grade level across the years.

6. I sit next to mostly Black students at lunch.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	34	0.1206	67	0.4061	45.49843 **
3	32	0.1143	56	0.3373	27.87431 **
4	19	0.0667	47	0.2798	25.77313 **
5	21	0.0755	44	0.2573	18.93158 **
6	16	0.0500	78	0.4509	95.41886 **
7	10	0.0311	104	0.6500	213.43230 **
8	12	0.0367	107	0.6730	224.92550 **
9	15	0.0479	121	0.8897	342.65061 **
10	7	0.0211	121	0.8231	335.28499 **
TOTAL	166(2739)		745(1445)		
Percent	6.06		51.56		

In the 1983 study, 6% of the White students and 52% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than White students at all grade levels. The difference in the percent of affirmative responses across grade levels varied from a high of 89% for Black ninth graders to a low of 2% for White tenth graders. Significant differences existed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (12%), Black students (41%); third grade: White students (11%), Black students (34%); fourth grade: White students (7%), Black students (28%); fifth grade: White students (8%), Black students (26%); sixth grade: White students (5%), Black students (45%); seventh grade: White students (3%), Black students (65%); eighth grade: White students (4%), Black students (67%); ninth grade: White students (5%), Black students (89%) and tenth grade: White students (2%), Black students (82%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	60	0.3315	56	0.3373	0.0119
4	56	0.3128	47	0.2798	0.3796
5	53	0.2944	44	0.2573	0.4838
6	77	0.4350	78	0.4509	0.0878
7	115	0.6571	104	0.6500	0.0171
8	129	0.7633	107	0.6730	2.6758
9	152	0.8636	121	0.8897	0.2086
TOTAL	642(1237)		557(1133)		
Percent	51.90		49.16		

In the comparison study, 52% of the Black students in 1982 and 49% of the Black students in 1983 responded in the affirmative. The difference in the percent of affirmative responses across grade levels and years varied from a high of 89% for Black ninth graders in 1983 to a low of 26% for Black fifth graders in 1983. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	44	0.1229	32	0.1143	0.2385
4	26	0.0726	19	0.0667	0.1151
5	12	0.0336	21	0.0755	5.6144
6	10	0.0300	16	0.0500	1.3299
7	7	0.0203	10	0.0311	0.3896
8	7	0.0201	12	0.0367	0.9473
9	5	0.0142	15	0.0479	3.8351
TOTAL	111(2449)		125(2125)		
Percent	4.53		5.88		

Five percent of the White students in 1982 and 6% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

7. I sit next to mostly White students at lunch.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	x^2	
2	254	0.9007	106	0.6424	28.23818	**
3	238	0.8440	110	0.6627	13.98502	**
4	238	0.8440	102	0.6182	21.57978	**
5	223	0.8109	97	0.5607	27.39808	**
6	266	0.8339	68	0.4000	83.49410	**
7	297	0.9252	40	0.2516	190.62363	**
8	299	0.9172	35	0.2201	204.60657	**
9	290	0.9265	12	0.0876	259.68392	**
10	316	0.9489	16	0.1096	276.96034	**
TOTAL	2421(2733)		586(1440)			
Percent	88.58		40.69			

In the 1983 study, 89% of the White students and 41% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 95% for White tenth graders to a low of 9% for Black ninth graders. The percent of affirmative responses for White students was consistently higher than the percent of affirmative responses for Black students. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (90%), Black students (64%); third grade: White students (84%), Black students (66%); fourth grade: White students (84%), Black students (62%); fifth grade: White students (81%), Black students (56%); sixth grade: White students (83%), Black students (40%); seventh grade: White students (93%), Black students (25%); eighth grade: White students (92%), Black students (22%); ninth grade: White students (93%), Black students (9%); and tenth grade: White students (95%), Black students (11%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	105	0.5833	110	0.6627	2.2728
4	103	0.5852	102	0.6182	0.3869
5	111	0.6133	97	0.5607	1.0225
6	67	0.3807	68	0.4000	0.1350
7	42	0.2456	40	0.2516	0.0122
8	24	0.1420	35	0.2201	2.0912
9	15	0.0867	12	0.0876	0.0003
TOTAL	467(1226)		464(1129)		
Percent	38.09		41.10		

In the comparison study, 38% of the Black students in 1982 and 41% of the Black students in 1983 responded in the affirmative. The differences in the percent of affirmative responses across grade levels and years varied from a high of 86% for Black fourth graders in 1983 to a low of 36% for Black ninth graders in 1982 and 1983. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	302	0.8483	238	0.8440	0.0289
4	308	0.8627	238	0.8440	0.5407
5	309	0.8680	223	0.8109	4.9201
6	280	0.8459	266	0.8339	0.2303
7	316	0.9213	297	0.9252	0.0252
8	332	0.9486	299	0.9172	1.6198
9	333	0.9514	290	0.9265	0.9984
TOTAL	2180(2443)		1851(2118)		
Percent	89.23		87.39		

Eighty-nine percent of the White students in 1982 and 87% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

8. I talk to both Black and White students in the halls.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	191	0.6749	121	0.7246	1.14833	
3	207	0.7340	134	0.8072	2.48239	
4	237	0.8345	139	0.8274	0.02380	
5	260	0.9286	153	0.8895	0.72578	
6	284	0.8903	150	0.8671	0.26459	
7	279	0.8665	151	0.9437	2.74970	
8	258	0.8037	150	0.9375	8.23142	*
9	256	0.8179	121	0.8768	1.40430	
10	261	0.7838	130	0.8904	4.86968	
TOTAL	2233(2737)		1249(1450)			
Percent	81.59		86.14			

In the 1983 study, 82% of the White students and 86% of the Black students responded in the affirmative. A significant difference existed between the responses of White and Black eighth graders ($p < .05$). Eighty percent of the White eighth graders and 94% of the Black eighth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	139	0.7596	134	0.8072	2.1331	
4	164	0.9162	139	0.8274	7.3743	*
5	168	0.9282	153	0.8895	1.4204	
6	167	0.9382	150	0.8671	4.7904	
7	168	0.9711	151	0.9438	0.6706	
8	168	0.9767	150	0.9375	1.3770	
9	161	0.9148	121	0.8768	1.2023	
TOTAL	1135(1242)		998(1137)			
Percent	91.38		87.77			

In the comparison study, 91% of the Black students in 1982 and 88% of the Black students in 1983 responded in the affirmative. A significant difference was observed between the responses of Black fourth graders ($p < .05$) across the years. In 1982, 92% of the Black fourth graders compared to 83% of the Black fourth graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	282	0.7899	207	0.7340	3.7189
4	309	0.8631	237	0.8345	0.9809
5	322	0.8994	260	0.9286	1.0081
6	306	0.9134	284	0.8903	0.6622
7	297	0.8684	279	0.8665	0.0048
8	276	0.7908	258	0.8037	0.2106
9	281	0.8006	256	0.8179	0.3754
TOTAL	2073(2450)		1781(2121)		
Percent	84.61		83.97		

Eighty-five percent of the White students in 1982 and 84% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference observed between the responses of the White students at any grade level across the years.

9. I talk to mostly Black students in the halls.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	32	0.1131	76	0.4606	70.64539	**
3	33	0.1170	77	0.4667	71.45964	**
4	32	0.1127	66	0.3952	47.18122	**
5	17	0.0609	54	0.3140	38.61872	**
6	14	0.0437	83	0.4770	117.27187	**
7	6	0.0187	81	0.5094	139.69073	**
8	10	0.0307	90	0.5696	168.01530	**
9	8	0.0256	80	0.5882	160.19094	**
10	7	0.0210	94	0.6351	207.11630	**
TOTAL	159(2740)		701(1444)			
Percent	5.80		48.55			

In the 1983 study, 6% of the White students and 49% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 64% for Black tenth graders to a low of 2% for White seventh and tenth graders. The percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students at all grade levels. Significant differences existed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (11%), Black students (46%); third grade: White students (12%), Black students (47%); fourth grade: White students (11%), Black students (40%); fifth grade: White students (6%), Black students (31%); sixth grade: White students (2%), Black students (51%); eighth grade: White students (3%), Black students (65%); ninth grade: White students (3%), Black students (59%); and tenth grade: White students (2%), Black students (64%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	88	0.4783	77	0.4667	0.0469
4	69	0.3855	66	0.3952	0.0329
5	70	0.3867	54	0.3140	1.8748
6	60	0.3409	83	0.4770	6.5033
7	99	0.5690	81	0.5094	1.1814
8	101	0.5906	90	0.5696	0.1456
9	100	0.5814	80	0.5882	0.0143
TOTAL	587(1237)		531(1131)		
Percent	47.45		46.95		

In the comparison study, 47% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	28	0.0782	33	0.1170	4.7777
4	22	0.0613	32	0.1127	8.4225 *
5	19	0.0534	17	0.0609	0.1798
6	16	0.0485	14	0.0437	0.0732
7	16	0.0465	6	0.0187	2.5844
8	10	0.0286	10	0.0307	0.0150
9	9	0.0256	8	0.0256	0.0000
TOTAL	120(2449)		120(2124)		
Percent	4.90		5.65		

Five percent of the White students in 1982 and 6% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was observed between the responses of White fourth graders ($p < .05$) across the years. In 1982, 6% of the White fourth graders compared to 11% of the White fourth graders in 1983 responded in the affirmative.

10. I talk to mostly White students in the halls.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N	P	N	P	X^2	
2	229	0.8092	79	0.4759	35.05724	**
3	203	0.7224	72	0.4337	26.26726	**
4	198	0.6996	58	0.3473	39.37233	**
5	189	0.6750	50	0.2924	47.22488	**
6	233	0.7281	48	0.2759	68.61212	**
7	260	0.8100	33	0.2075	113.02819	**
8	266	0.8185	33	0.2075	116.47299	**
9	258	0.8243	16	0.1168	136.94106	**
10	291	0.8792	21	0.1419	160.13715	**
TOTAL	2127(2737)		410(1447)			
Percent	77.71		28.33			

In the 1983 study, 78% of the White students and 28% of the Black students indicated they talked to mostly White students in the halls. The difference in the percent of affirmative responses across grade levels varied from a high of 88% for White tenth graders to a low of 12% for Black ninth graders. The percent of affirmative responses was consistently higher for the White students than the Black students at every grade level. Significant differences existed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (81%), Black students (48%); third grade: White students (72%), Black students (43%); fourth grade: White students (70%), Black students (35%); fifth grade: White students (68%), Black students (29%); sixth grade: White students (73%), Black students (28%); seventh grade: White students (81%), Black students (21%); eighth grade: White students (82%), Black students (21%); ninth grade: White students (82%), Black students (12%); and tenth grade: White students (88%), Black students (14%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	68	0.3716	72	0.4337	1.6734
4	76	0.4294	58	0.3473	2.8808
5	67	0.3702	50	0.2924	2.6467
6	48	0.2759	48	0.2759	0.0000
7	42	0.2414	33	0.2075	0.4733
8	18	0.1065	33	0.2075	4.1625
9	29	0.1686	16	0.1168	1.0191
TOTAL	348(1230)		310(1133)		
Percent	28.29		27.36		

In the comparison study, 28% of the Black students in 1982 and 27% of the Black students in 1983 indicated they talked to mostly White students in the halls. There was no significant difference between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	270	0.7563	203	0.7224	1.0418
4	274	0.7632	198	0.6996	3.6925
5	271	0.7655	189	0.6750	7.3959 *
6	236	0.7152	233	0.7281	0.1578
7	298	0.8663	260	0.8100	3.0387
8	290	0.8357	266	0.8185	0.2890
9	301	0.8575	258	0.8243	1.0569
TOTAL	1940(2442)		1607(2123)		
Percent	79.44		75.69		

Seventy-nine percent of the White students in 1982 and 76% of the White students in 1983 responded "yes" to this item in the comparison study. A significant difference existed between the responses of White fifth graders ($p < .05$) across the years. In 1982, 77% of the White fifth graders compared to 68% of the White fifth graders in 1983 responded in the affirmative.

11. I get to see my friends at school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	282	0.9930	161	0.9641	1.85466	
3	274	0.9786	158	0.9461	2.33623	
4	277	0.9719	158	0.9461	1.48307	
5	272	0.9784	169	0.9769	0.00539	
6	316	0.9906	156	0.9017	18.45381	**
7	318	0.9876	146	0.9241	8.76137	*
8	313	0.9660	147	0.9187	4.91333	
9	306	0.9714	120	0.8696	20.02472	**
10	320	0.9639	128	0.8591	22.80081	**
TOTAL	2678(2739)		1343(1452)			
Percent	97.77		92.49			

In the 1983 study, 98% of the White students and 92% of the Black students responded in the affirmative. The percent of affirmative responses for White students was consistently higher than the percent of affirmative responses for Black students at every grade level. Significant differences between the responses of White and Black students existed at the sixth grade ($p < .01$), seventh grade ($p < .05$), ninth grade ($p < .01$) and tenth grade ($p < .01$). Ninety-nine percent of the White sixth graders compared with 90% of the Black sixth graders responded in the affirmative. In the seventh grade, 99% of the White students compared to 92% of the Black students responded "yes" to this item. In the ninth grade, 97% of the White students compared to 87% of the Black students responded in the affirmative. Ninety-six percent of the White tenth graders compared to 86% of the Black tenth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	175	0.9563	158	0.9461	0.1248
4	165	0.9270	158	0.9461	0.4357
5	165	0.9167	169	0.9769	4.4142
6	172	0.9609	156	0.9017	4.2496
7	159	0.9086	146	0.9241	0.2746
8	155	0.9064	147	0.9187	0.1731
9	146	0.8295	120	0.8696	1.7098
TOTAL	1137(1242)		1054(1136)		
Percent	91.55		92.78		

In the comparison study, 92% of the Black students in 1982 and 93% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	347	0.9747	274	0.9786	0.0941
4	349	0.9721	277	0.9719	0.0003
5	347	0.9747	272	0.9784	0.0863
6	322	0.9641	316	0.9906	4.6420
7	338	0.9826	318	0.9876	0.1695
8	336	0.9655	313	0.9660	0.0019
9	341	0.9687	306	0.9714	0.0482
TOTAL	2380(2449)		2076(2123)		
Percent	97.18		97.79		

Ninety-seven percent of the White students in 1982 and 98% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

12. There is enough time to talk to my friends during school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	178	0.6290	92	0.5542	1.50698
3	161	0.5709	93	0.5569	0.05334
4	162	0.5684	89	0.5298	0.40746
5	152	0.5448	76	0.4393	3.09417
6	181	0.5692	75	0.4286	5.68664
7	151	0.4719	77	0.4843	0.04090
8	133	0.4092	67	0.4187	0.02429
9	156	0.4968	65	0.4710	0.15664
10	162	0.4865	72	0.4832	0.00270
TOTAL	1436(2739)		706(1455)		
Percent	52.43		48.52		

In the 1983 study, 52% of the White students and 49% of the Black students responded in the affirmative. There was no significant difference observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	83	0.4511	93	0.5569	3.9353
4	73	0.4101	89	0.5298	4.9689
5	84	0.4667	76	0.4393	0.2652
6	86	0.4804	75	0.4286	0.9563
7	87	0.5058	77	0.4843	0.1539
8	86	0.5029	67	0.4187	2.3520
9	74	0.4205	65	0.4710	0.7941
TOTAL	573(1240)		542(1140)		
Percent	46.21		47.54		

In the comparison study, 46% of the Black students in 1982 and 48% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	194	0.5434	161	0.5709	0.4770
4	196	0.5460	162	0.5684	0.3208
5	200	0.5602	152	0.5448	0.1491
6	175	0.5271	181	0.5692	1.1508
7	145	0.4227	151	0.4719	1.5997
8	162	0.4642	133	0.4092	2.0340
9	175	0.4972	156	0.4968	0.0001
TOTAL	1247(2449)		1096(2123)		
Percent	50.92		51.63		

Fifty-one percent of the White students in 1982 and 52% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

13. It is very easy to make friends at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	262	0.9258	129	0.7771	9.63841	*
3	249	0.8830	124	0.7470	8.05729	*
4	248	0.8702	109	0.6488	21.60124	**
5	230	0.8244	123	0.7110	5.77952	
6	262	0.8291	121	0.7035	7.22748	
7	257	0.8031	114	0.7125	3.55013	
8	251	0.7723	110	0.6962	2.48376	
9	246	0.7810	93	0.6788	3.94488	
10	271	0.8138	96	0.6486	11.11195	**
TOTAL	2276(2738)		1019(1448)			
Percent	83.13		70.37			

In the 1983 study, 83% of the White students and 70% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for White students than Black students at all grade levels. Significant differences were observed between the responses of White and Black students at the second grade ($p < .05$), third grade ($p < .05$), fourth grade ($p < .01$) and tenth grade ($p < .01$). In the second grade, 93% of the White students compared to 78% of the Black students felt it was easy to make friends at their school. Eighty-eight percent of the White third graders compared to 75% of the Black third graders responded "yes" to this item. In the fourth grade, 87% of the White students compared to 65% of the Black students responded in the affirmative. Eighty-one percent of the White tenth graders compared to 65% of the Black tenth graders answered "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	122	0.6630	124	0.7470	2.9110
4	121	0.6760	109	0.6488	0.3028
5	126	0.6961	123	0.7110	0.0923
6	122	0.6854	121	0.7035	0.1356
7	135	0.7759	114	0.7125	1.5841
8	121	0.7118	110	0.6962	0.0939
9	114	0.6514	93	0.6788	0.2732
TOTAL	861(1241)		794(1134)		
Percent	69.38		70.02		

In the comparison study, 69% of the Black students in 1982 and 70% of the Black students in 1983 responded in the affirmative. There was no significant difference between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	303	0.8464	249	0.8830	1.4250
4	311	0.8663	248	0.8702	0.0161
5	288	0.8045	230	0.8244	0.4187
6	269	0.8054	262	0.8291	0.6160
7	274	0.7965	257	0.8031	0.0489
8	277	0.7914	251	0.7723	0.4153
9	281	0.8029	246	0.7810	0.5362
TOTAL	2003(2453)		1743(2122)		
Percent	81.66		82.14		

Eighty-two percent of the White students in 1982 and 1983 responded in the affirmative. No significant difference was found between the responses of White students at any grade level across the years.

14. I have lots of friends at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	258	0.9085	138	0.8253	4.26200	
3	260	0.9220	130	0.7784	13.00981	**
4	258	0.9053	127	0.7560	14.17309	**
5	245	0.8877	132	0.7674	9.30916	*
6	278	0.8687	141	0.8057	2.66793	
7	299	0.9286	132	0.8354	5.35570	
8	292	0.9012	130	0.8280	3.29539	
9	280	0.8889	96	0.7007	19.31454	**
10	292	0.8769	107	0.7230	13.91481	**
TOTAL	2462(2741)		1133(1449)			
Percent	89.82		78.19			

In the 1983 study, 90% of the White students and 78% of the Black students responded in the affirmative. The percent of affirmative responses for White students was consistently higher than the percent of affirmative responses for Black students at every grade level. Significant differences were observed between the responses of White and Black students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .05$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: third grade: Whites students (92%), Black students (78%); fourth grade: White students (91%), Black students (76%); fifth grade: White students (89%), Black students (77%); ninth grade: White students (89%), Black students (70%) and tenth grade: White students (88%), Black students (72%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		2
GRADE	N	P	N	P	X
3	150	0.8197	130	0.7784	0.9354
4	146	0.8156	127	0.7560	1.9459
5	154	0.8508	132	0.7674	3.8646
6	151	0.8483	141	0.8057	1.0092
7	153	0.8743	132	0.8354	0.7895
8	139	0.8081	130	0.8280	0.2045
9	125	0.7184	96	0.7007	0.1507
TOTAL	1018(1242)		888(1134)		
Percent	81.96		78.31		

In the comparison study, 82% of the Black students in 1982 and 78% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	319	0.8936	260	0.9220	1.4798
4	334	0.9304	258	0.9053	1.1632
5	325	0.9104	245	0.8877	0.9308
6	297	0.8892	278	0.8687	0.7960
7	313	0.9125	299	0.9286	0.4963
8	320	0.9143	292	0.9012	0.3331
9	320	0.9117	280	0.8889	1.0023
TOTAL	2228(2451)		1912(2124)		
Percent	90.90		90.02		

Ninety-one percent of the White students in 1982 and 90% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

15. People are friendly to students hers.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	253	0.9036	138	0.8313	2.10681	
3	251	0.8964	129	0.7725	6.23398	
4	251	0.8807	120	0.7186	10.69899	**
5	240	0.8727	129	0.7457	6.71344	
6	248	0.7898	118	0.7024	3.18158	
7	231	0.7428	101	0.5689	2.07629	
8	234	0.7312	89	0.5669	10.66454	**
9	219	0.7180	82	0.6212	3.17195	
10	254	0.7744	86	0.6014	10.95806	**
TOTAL	2131(2698)		992(1424)			
Percent	80.84		69.66			

In the 1983 study, 81% of the White students and 70% of the Black students believed people are friendly to students in their school. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students at the fourth grade ($p < .01$), eighth grade ($p < .01$) and tenth grade ($p < .01$). Eighty-eight percent of the White fourth graders compared to 72% of the Black fourth graders reported that people are friendly to students in their school. In the eighth grade, 73% of the White students compared to 57% of the Black students responded in the affirmative. Seventy-seven percent of the White tenth graders compared to 60% of the Black tenth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	124	0.6776	129	0.7725	3.7562	
4	139	0.7809	120	0.7186	1.6006	
5	122	0.6778	129	0.7457	1.9436	
6	126	0.7326	118	0.7024	0.3700	
7	124	0.7251	101	0.6689	1.2139	
8	125	0.7485	89	0.5669	12.7617	**
9	112	0.6588	82	0.6212	0.5025	
TOTAL	872(1221)		768(1115)			
Percent	71.42		68.88			

In the comparison study, 71% of the Black students in 1982 and 69% of the Black students in 1983 indicated people are friendly to students in their school. A significant difference was observed between the responses of Black eighth graders ($p < .01$) across the years. In 1982, 75% of the Black eighth graders compared to 57% of the Black eighth graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	305	0.8520	251	0.8964	1.6552	
4	292	0.8179	251	0.8807	3.3263	
5	282	0.8011	240	0.8727	4.2141	
6	222	0.6768	248	0.7898	10.9066	**
7	183	0.5446	231	0.7428	33.7663	**
8	205	0.6029	234	0.7312	14.4550	**
9	209	0.6183	219	0.7180	8.4864	*
TOTAL	1698(2409)		1674(2090)			
Percent	70.49		80.10			

Seventy percent of the White students in 1982 and 80% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than the percent of affirmative responses for White students in 1982 at every grade level. Significant differences were observed between the responses of White students in the sixth grade ($p < .01$), seventh grade ($p < .01$), eighth grade ($p < .01$) and ninth grade ($p < .05$) across the years. In 1982 68% of the White sixth graders compared to 79% of the White sixth graders in 1983 felt that people are friendly to students in their school. Fifty-four percent of the White seventh graders in 1982 compared to 74% of the White seventh graders in 1983 responded in the affirmative. In the eighth grade, 60% of the White students in 1982 compared to 73% of the White students in 1983 responded "yes" to this item. Sixty-two percent of the White ninth graders in 1982 compared to 72% of the White ninth graders in 1983 responded in the affirmative.

16. I have made many friends since I began coming to this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	262	0.9225	135	0.8084	9.09973	*
3	261	0.9255	139	0.8323	6.05730	
4	265	0.9331	135	0.8036	11.77292	**
5	261	0.9388	146	0.8439	6.44656	
6	283	0.8871	135	0.7759	9.13606	*
7	296	0.9193	136	0.8500	3.30589	
8	290	0.8923	134	0.8535	1.02312	
9	276	0.8818	102	0.7500	10.39066	*
10	298	0.8949	105	0.7047	23.60695	**
TOTAL	2492(2740)		1167(1451)			
Percent	90.95		80.43			

In the 1983 study, 91% of the White students and 80% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences existed between the responses of White and Black students in the second grade ($p < .05$), fourth grade ($p < .01$), sixth grade ($p < .05$), ninth grade ($p < .05$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (92%), Black students (81%); fourth grade: White students (93%), Black students (80%); sixth grade: White students (89%), Black students (78%); ninth grade: White students (88%), Black students (75%) and tenth grade: White students (89%), Black students (70%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	147	0.7989	139	0.8323	0.6647
4	154	0.8603	135	0.8036	1.8980
5	155	0.8611	146	0.8439	0.1770
6	149	0.8418	135	0.7759	2.5937
7	144	0.8324	136	0.8500	0.1756
8	138	0.8070	134	0.8535	1.2022
9	132	0.7674	102	0.7500	0.1570
TOTAL	1019(1236)		927(1135)		
Percent	82.44		81.67		

In the comparison study, 82% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	327	0.9160	261	0.9255	0.1894
4	338	0.9415	265	0.9331	0.1472
5	332	0.9274	261	0.9388	0.2706
6	304	0.9075	283	0.8871	0.8858
7	323	0.9390	296	0.9193	0.8477
8	321	0.9171	290	0.8923	1.3653
9	320	0.9117	276	0.8818	1.9419
TOTAL	2265(2454)		1932(2123)		
Percent	92.30		91.00		

Ninety-two percent of the White students in 1982 and 91% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

17. The teachers give too much homework.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	93	0.3286	72	0.4354	3.11326
3	85	0.3036	68	0.4096	3.02595
4	101	0.3544	89	0.5329	8.64532 *
5	121	0.4321	98	0.5665	5.01784
6	169	0.5348	103	0.5920	0.93328
7	188	0.5893	92	0.5860	0.00296
8	199	0.6161	104	0.6541	0.38421
9	175	0.5591	70	0.5185	0.38005
10	171	0.5151	73	0.4932	0.11980
TOTAL	1302(2731)		769(1444)		
Percent	47.67		53.25		

In the 1983 study, 48% of the White students and 53% of the Black students responded in the affirmative. A significant difference was observed between the responses of White and Black students in the fourth grade ($p < .05$). Thirty-five percent of white fourth graders compared to 53% of the Black fourth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	76	0.4130	68	0.4096	0.0041
4	96	0.5393	89	0.5329	0.0141
5	81	0.4475	98	0.5665	5.0208
6	92	0.5169	103	0.5920	1.9905
7	95	0.5460	92	0.5860	0.5299
8	108	0.6316	104	0.6541	0.1674
9	76	0.4343	70	0.5185	2.1688
TOTAL	624(1241)		624(1131)		
Percent	50.28		55.17		

In the comparison study, 50% of the Black students in 1982 and 55% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	110	0.3073	85	0.3036	0.0086
4	159	0.4454	101	0.3544	5.2498
5	178	0.4986	121	0.4321	2.7728
6	185	0.5556	169	0.5348	0.2792
7	222	0.6472	188	0.5893	2.2160
8	214	0.6221	199	0.6161	0.0239
9	208	0.5926	175	0.5591	0.7423
TOTAL	1276(2443)		1038(2116)		
Percent	52.23		49.05		

Fifty-two percent of the White students in 1982 and 49% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

18. The teachers explain to me how to do my school work.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	272	0.9577	151	0.9042	1.73664
3	270	0.9574	157	0.9515	0.02107
4	269	0.9439	149	0.8976	1.29082
5	268	0.9606	157	0.9128	1.41094
6	293	0.9331	152	0.8786	1.88616
7	253	0.8032	134	0.8590	1.81530
8	248	0.7873	128	0.8153	0.45904
9	250	0.7987	113	0.8496	1.31865
10	233	0.7281	116	0.8169	4.25521
TOTAL	2356(2707)		1257(1431)		
Percent	87.03		87.84		

In the 1983 study, 87% of the White students and 88% of the Black students responded 'yes' to this item. There was no significant difference observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	169	0.9185	157	0.9515	0.9021
4	161	0.8994	149	0.8976	0.0028
5	159	0.8883	157	0.9128	0.5012
6	162	0.9050	152	0.8786	0.5832
7	150	0.8721	134	0.8590	0.1338
8	139	0.8176	128	0.8153	0.0043
9	147	0.8448	113	0.8496	0.0165
TOTAL	1087(1237)		990(1122)		
Percent	87.87		88.24		

In the comparison study 88% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	337	0.9440	270	0.9574	0.2616
4	349	0.9749	269	0.9439	1.3956
5	322	0.9045	268	0.9606	4.5017
6	285	0.8769	293	0.9331	4.6158
7	279	0.8254	253	0.8032	0.7400
8	272	0.7930	248	0.7873	0.0488
9	265	0.7681	250	0.7987	1.4068
TOTAL	2109(2422)		1851(2103)		
Percent	87.08		88.02		

Eighty-seven percent of the White students in 1982 and 88% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

19. If I have a problem, the teacher will help me.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	272	0.9577	149	0.8976	2.49917
3	264	0.9362	154	0.9277	0.04936
4	267	0.9401	152	0.9048	0.87285
5	260	0.9319	159	0.9353	0.00808
6	291	0.9122	156	0.8966	0.18011
7	265	0.8413	124	0.7848	2.15288
8	271	0.8549	121	0.7806	3.66745
9	261	0.8447	113	0.8496	0.01435
10	280	0.8589	115	0.7986	2.28219
TOTAL	2431(2715)		1243(1434)		
Percent	89.54		86.68		

In the 1983 study, 90% of the White students and 87% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	164	0.8913	154	0.9277	1.0012
4	153	0.8547	152	0.9048	1.8763
5	160	0.8840	159	0.9353	1.9981
6	154	0.8800	156	0.8966	0.2069
7	140	0.8000	124	0.7848	0.1658
8	148	0.8706	121	0.7806	5.6770
9	150	0.8571	113	0.8496	0.0370
TOTAL	1069(1239)		979(1124)		
Percent	86.28		87.10		

In the comparison study, 86% of the Black students in 1982 and 87% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	335	0.9410	264	0.9362	0.0366
4	334	0.9304	267	0.9401	0.1506
5	315	0.8873	260	0.9319	3.0841
6	287	0.8777	291	0.9122	1.9151
7	284	0.8503	265	0.8413	0.1313
8	283	0.8275	271	0.8549	1.2275
9	296	0.8481	261	0.8447	0.0197
TOTAL	2134(2422)		1879(2105)		
Percent	88.11		89.26		

Eighty-eight percent of the White students in 1982 and 89% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

20. I know what I need to do to get good grades in my classes.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	267	0.9401	157	0.9458	0.04105
3	271	0.9610	162	0.9701	0.10638
4	276	0.9684	165	0.9821	0.24532
5	268	0.9571	165	0.9538	0.01524
6	300	0.9434	156	0.8966	3.00208
7	308	0.9565	147	0.9245	1.30226
8	300	0.9259	151	0.9497	0.71894
9	295	0.9365	130	0.9489	0.17184
10	305	0.9159	141	0.9527	1.62928
TOTAL	2590(2743)		1374(1451)		
Percent	94.42		94.69		

In the 1983 study, 94% of the White students and 95% of the Black students indicated that they knew what was necessary to get good grades in their classes. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	175	0.9563	162	0.9701	0.3257
4	170	0.9497	165	0.9821	1.7909
5	178	0.9834	165	0.9538	1.5306
6	164	0.9162	156	0.8966	0.6697
7	164	0.9371	147	0.9245	0.2606
8	160	0.9302	151	0.9497	0.6146
9	166	0.9486	130	0.9489	0.0002
TOTAL	1177(1244)		1076(1137)		
Percent	94.61		94.64		

In the comparison study, 95% of the Black students in 1982 and 1983 indicated that they knew what was necessary to get good grades in their classes. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	334	0.9382	271	0.9610	1.6064
4	339	0.9443	276	0.9684	1.8184
5	340	0.9497	268	0.9571	0.1701
6	324	0.9672	300	0.9434	1.8114
7	320	0.9302	308	0.9565	2.2592
8	321	0.9224	300	0.9259	0.0407
9	333	0.9542	295	0.9365	1.0133
TOTAL	2311(2449)		2018(2126)		
Percent	94.37		94.92		

Ninety-four percent of the White students in 1982 and 95% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

21. If I make a bad grade, the teacher tells me why.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	204	0.7234	119	0.7126	0.03507
3	198	0.7046	122	0.7305	0.20066
4	199	0.6982	122	0.7262	0.23513
5	205	0.7348	117	0.6802	0.90888
6	211	0.6614	119	0.6879	0.21974
7	195	0.6113	106	0.5839	1.51405
8	189	0.5851	110	0.7097	4.46594
9	180	0.5806	97	0.7132	4.50330
10	175	0.5287	108	0.7297	11.23366 **
TOTAL	1756(2729)		1020(1441)		
Percent	64.35		70.78		

In the 1983 study, 64% of the White students and 71% of the Black students responded in the affirmative. A significant difference was observed between the responses of White and Black students in the tenth grade ($p < .01$). Fifty-three percent of the White tenth graders compared to 73% of the Black tenth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	134	0.7283	122	0.7305	0.0022
4	115	0.6497	122	0.7262	2.4198
5	123	0.6796	117	0.6802	0.0002
6	135	0.7670	119	0.6879	2.6261
7	121	0.7035	106	0.6839	0.1506
8	121	0.7035	110	0.7097	0.0150
9	122	0.6971	97	0.7132	0.0951
TOTAL	871(1237)		793(1126)		
Percent	70.44		70.43		

In the comparison study, 70% of the Black students in 1982 and 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	242	0.6779	198	0.7046	0.4858
4	249	0.6936	199	0.6982	0.0148
5	219	0.6186	205	0.7348	9.0815 *
6	208	0.6322	211	0.6614	0.5970
7	196	0.5765	195	0.6113	0.8610
8	193	0.5562	189	0.5851	0.6049
9	205	0.5942	180	0.5806	0.1295
TOTAL	1512(2431)		1377(2116)		
Percent	62.20		65.08		

Sixty-two percent of the White students in 1982 and 65% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference existed between the responses of White fifth graders ($p < .05$) across the years. In 1982, 62% of the White students compared to 73% of the White students in 1983 responded in the affirmative.

22. I feel that the teachers try to help me at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	279	0.9824	151	0.9042	4.32292
3	270	0.9574	155	0.9281	0.60615
4	275	0.9683	148	0.8862	4.76248
5	267	0.9570	156	0.9123	1.43526
6	300	0.9434	146	0.8488	6.60981
7	279	0.8746	124	0.8000	3.77601
8	265	0.8360	121	0.7961	1.06182
9	255	0.8147	114	0.8444	0.53252
10	258	0.7914	117	0.8069	0.15429
TOTAL	2448(2722)		1232(1431)		
Percent	89.93		86.09		

In the 1983 study, 90% of the White students and 86% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	157	0.8626	155	0.9281	2.9431
4	159	0.8933	148	0.8862	0.0335
5	161	0.8944	156	0.9123	0.2197
6	151	0.8629	146	0.8488	0.1343
7	133	0.7870	124	0.8000	0.1079
8	136	0.8000	121	0.7961	0.0098
9	134	0.7791	114	0.8444	2.5458
TOTAL	1031(1226)		964(1119)		
Percent	84.09		86.15		

In the comparison study, 84% of the Black students in 1982 and 86% of the Black students in 1983 responded in the affirmative. There was no significant difference observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	346	0.9665	270	0.9574	0.1373
4	342	0.9553	275	0.9683	0.2856
5	331	0.9246	267	0.9570	1.7568
6	298	0.9003	300	0.9434	3.2129
7	275	0.8160	279	0.8746	5.9998
8	287	0.8319	265	0.8360	0.0293
9	280	0.8069	255	0.8147	0.1063
TOTAL	2159(2434)		1911(2112)		
Percent	88.70		90.48		

Eighty-nine percent of the White students in 1982 and 90% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

23. I can go to see the teacher if I have a problem.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	265	0.9331	147	0.8802	1.30271
3	249	0.8861	151	0.9096	0.25610
4	264	0.9296	154	0.9167	0.07809
5	261	0.9355	153	0.8844	1.24787
6	271	0.8576	141	0.8103	1.09775
7	243	0.7618	118	0.7616	0.04671
8	240	0.7477	114	0.7308	0.12853
9	220	0.7074	96	0.7111	0.00547
10	239	0.7199	101	0.6824	0.60720
TOTAL	2252(2727)		1175(1444)		
Percent	82.58		81.37		

In the 1983 study, 83% of the White students and 81% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	168	0.9180	151	0.9096	0.0407
4	149	0.8324	154	0.9167	4.0883
5	151	0.8436	153	0.8844	0.9738
6	147	0.8400	141	0.8103	0.5098
7	132	0.7630	118	0.7516	0.0712
8	130	0.7647	114	0.7308	0.6225
9	122	0.7011	96	0.7111	0.0501
TOTAL	999(1233)		927(1129)		
Percent	81.02		82.11		

In the comparison study, 81% of the Black students in 1982 and 82% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	318	0.8908	249	0.8861	0.0228
4	320	0.8914	264	0.9296	1.5634
5	307	0.8575	261	0.9355	6.4320
6	275	0.8234	271	0.8576	1.2855
7	254	0.7537	243	0.7618	0.0716
8	255	0.7456	240	0.7477	0.0047
9	248	0.7106	220	0.7074	0.0114
TOTAL	1977(2436)		1748(2111)		
Percent	81.16		82.80		

Eighty-one percent of the White students in 1982 and 83% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

24. I feel that the teachers want me here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	277	0.9754	146	0.8743	4.60348	
3	260	0.9253	147	0.8855	0.70585	
4	261	0.9190	132	0.7904	7.44776	
5	253	0.9036	132	0.7630	9.13099	*
6	275	0.8648	124	0.7209	9.74646	*
7	246	0.7712	91	0.5987	12.64834	**
8	238	0.7461	90	0.5921	10.08057	*
9	217	0.7185	62	0.4960	17.68636	**
10	246	0.7455	89	0.6224	6.14785	
TOTAL	2273(2717)		1013(1417)			
Percent	83.66		71.49			

In the 1983 study, 84% of the White students and 71% of the Black students responded in the affirmative. The percent of affirmative responses for White students was consistently higher than the percent of affirmative responses for Black students. Significant differences existed between the responses of White and Black students in the fifth grade ($p < .05$), sixth grade ($p < .05$), seventh grade ($p < .01$), eighth grade ($p < .05$) and ninth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: fifth grade: White students (90%), Black students (76%); sixth grade: White students (86%), Black students (72%); seventh grade: White students (77%), Black students (60%); eighth grade: White students (75%), Black students (59%) and ninth grade: White students (72%), Black students (50%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	143	0.7772	147	0.8855	4.7551
4	135	0.7670	132	0.7904	0.2172
5	127	0.7095	132	0.7630	1.1687
6	120	0.7059	124	0.7209	0.0898
7	95	0.5689	91	0.5987	0.3283
8	99	0.5928	90	0.5921	0.0002
9	91	0.5482	62	0.4960	0.9012
TOTAL	810(1209)		778(1107)		
Percent	67.00		70.28		

In the comparison study, 67% of the Black students in 1982 and 70% of the Black students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	332	0.9300	260	0.9253	0.0239
4	327	0.9109	261	0.9190	0.0722
5	300	0.8475	253	0.9036	3.3764
6	267	0.8018	275	0.8648	4.4250
7	241	0.7151	246	0.7712	3.5282
8	255	0.7434	238	0.7461	0.0079
9	252	0.7412	217	0.7185	0.5620
TOTAL	1974(2423)		1750(2103)		
Percent	81.47		83.21		

Eighty-one percent of the White students in 1982 and 83% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

25. I think that the teachers want the Black students here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	239	0.8415	102	0.6108	18.47960	**
3	248	0.8794	112	0.6788	13.81535	**
4	254	0.8944	99	0.5964	30.66131	**
5	233	0.8381	102	0.5930	21.26109	**
6	252	0.7975	102	0.6036	13.43502	**
7	216	0.6857	75	0.5000	11.15094	**
8	227	0.7276	74	0.4966	17.11745	**
9	197	0.6502	42	0.3471	24.58386	**
10	219	0.6697	66	0.4583	14.03754	**
TOTAL	2085(2701)		774(1403)			
Percent	77.19		55.17			

In the 1983 study, 77% of the White students and 55% of the Black students believed that the teachers wanted the Black students in their school. The percent of affirmative responses across grade levels varied from a high of 89% for White fourth graders to a low of 35% for Black ninth graders. The percent of affirmative responses was consistently higher for the White students than the Black students at every grade level. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (84%), Black students (61%); third grade: White students (88%), Black students (68%); fourth grade: White students (89%), Black students (60%); fifth grade: White students (84%), Black students (59%); sixth grade: White students (80%), Black students (60%); seventh grade: White students (69%), Black students (50%); eighth grade: White students (73%), Black students (50%); ninth grade: White students (65%), Black students (35%) and tenth grade: White students (67%), Black students (46%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	97	0.5272	112	0.6788	8.0401	*
4	111	0.6236	99	0.5964	0.2557	
5	88	0.4916	102	0.5930	3.6265	
6	102	0.6000	102	0.6036	0.0043	
7	80	0.5000	75	0.5000	0.0000	
8	76	0.4720	74	0.4966	0.1882	
9	63	0.3987	42	0.3471	0.7343	
TOTAL	617(1190)		606(1092)			
Percent	51.85		55.49			

In the comparison study, 52% of the Black students in 1982 and 55% of the Black students in 1983 believed the teachers wanted the Black students in their school. A significant difference was observed between the responses of Black third graders ($p < .05$) across the years. In 1982 53% of the Black students compared to 68% of the Black students in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	292	0.8202	248	0.8794	2.9259	
4	294	0.8212	254	0.8944	4.4933	
5	264	0.7543	233	0.8381	5.7772	
6	240	0.7407	252	0.7975	2.7306	
7	218	0.6566	216	0.6857	0.7254	
8	203	0.6060	227	0.7276	12.6690	**
9	212	0.6347	197	0.6502	0.2008	
TOTAL	1723(2389)		1627(2090)			
Percent	72.12		77.85			

Seventy-two percent of the White students in 1982 and 78% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than in 1982. A significant difference was observed between the responses of White eighth graders ($p < .01$) across the years. In 1982, 61% of the White students compared to 73% of the White students in 1983 responded in the affirmative.

26. I think that the teachers want the White students here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	272	0.9577	135	0.8084	17.36921 **
3	265	0.9397	138	0.8313	9.09040 *
4	261	0.9190	142	0.8659	2.16808
5	253	0.9134	151	0.8779	0.99718
6	283	0.8956	150	0.8824	0.14071
7	282	0.8868	141	0.8981	0.09633
8	277	0.8738	147	0.9423	3.52028
9	270	0.8756	120	0.9231	1.38161
10	304	0.9268	131	0.8973	0.62380
TOTAL	2467(2714)		1255(1428)		
Percent	90.90		87.89		

In the 1983 study, 91% of the White students and 88% of the Black students responded in the affirmative. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$) and third grade ($p < .05$). In the second grade, 96% of the White students compared to 81% of the Black students responded in the affirmative. Ninety-four percent of the White third graders compared to 83% of the Black third graders answered "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	152	0.8306	138	0.8313	0.0004
4	150	0.8427	142	0.8659	0.4277
5	153	0.8596	151	0.8779	0.2754
6	144	0.8372	150	0.8824	1.6279
7	146	0.8795	141	0.8981	0.2600
8	154	0.9167	147	0.9423	0.4969
9	158	0.9294	120	0.9231	0.0276
TOTAL	1057(1215)		989(1115)		
Percent	87.00		88.70		

In the comparison study, 87% of the White students and 89% of the Black students responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	328	0.9318	265	0.9397	0.1252
4	328	0.9188	261	0.9190	0.0001
5	334	0.9489	253	0.9134	2.5049
6	308	0.9448	283	0.8956	4.9819
7	310	0.9226	282	0.8868	2.6879
8	313	0.9072	277	0.8738	2.3664
9	317	0.9215	270	0.8766	4.1970
TOTAL	2238(2412)		1891(2102)		
Percent	92.79		89.96		

Ninety-three percent of the White students in 1982 and 90% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

27. I think that my teachers want to be here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	270	0.9507	147	0.8802	2.35823
3	267	0.9468	152	0.9157	0.45787
4	261	0.9158	144	0.8571	1.64255
5	237	0.8525	150	0.8671	0.10280
6	268	0.8401	137	0.7829	1.65325
7	237	0.7476	124	0.7949	1.02151
8	229	0.7156	121	0.7806	1.92790
9	228	0.7427	109	0.8195	2.35272
10	246	0.7523	126	0.8690	5.88732
TOTAL	2243(2719)		1210(1438)		
Percent	82.49		84.14		

In the 1983 study, 82% of the White students and 84% of the Black students responded in the affirmative. There was no significant difference observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	163	0.8907	152	0.9157	0.4057
4	151	0.8483	144	0.8571	0.0504
5	153	0.8500	150	0.8671	0.1920
6	156	0.8814	137	0.7829	6.3908
7	143	0.8412	124	0.7949	1.3057
8	136	0.8095	121	0.7806	0.5033
9	142	0.8208	109	0.8195	0.0009
TOTAL	1044(1229)		937(1126)		
Percent	84.95		83.21		

In the comparison study, 85% of the Black students in 1982 and 83% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	327	0.9185	267	0.9468	0.8788
4	326	0.9106	261	0.9158	0.0297
5	310	0.8683	237	0.8525	0.2737
6	284	0.8529	268	0.8401	0.1844
7	259	0.7640	237	0.7476	0.3071
8	268	0.7701	229	0.7156	3.4590
9	260	0.7450	228	0.7427	0.0061
TOTAL	2034(2440)		1727(2108)		
Percent	83.36		81.93		

Eighty-three percent of the White students in 1982 and 82% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

28. I think that the teachers at this school understand me.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	262	0.9258	146	0.8743	0.90463	
3	244	0.8652	136	0.8144	0.88078	
4	239	0.8415	127	0.7560	2.50857	
5	232	0.8345	133	0.7688	1.50910	
6	239	0.7469	110	0.6358	4.41924	
7	211	0.6573	86	0.5513	3.70038	
8	203	0.6324	81	0.5159	4.48858	
9	189	0.6077	59	0.4436	7.70571	*
10	202	0.6121	74	0.5034	3.71554	
TOTAL	2021(2730)		952(1441)			
Percent	74.03		66.07			

In the 1983 study, 74% of the White students and 66% of the Black students responded in the affirmative. The percent of affirmative responses for the White students was consistently higher than the percent of affirmative responses for the Black students. A significant difference existed between the responses of White and Black ninth graders ($p < .05$). Sixty-one percent of the White ninth graders compared to 44% of the Black ninth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	127	0.6902	136	0.8144	5.8222
4	124	0.6927	127	0.7560	1.4942
5	117	0.6536	133	0.7688	5.0334
6	119	0.6839	110	0.6358	0.8649
7	106	0.6092	86	0.5513	1.1903
8	88	0.5207	81	0.5159	0.0080
9	85	0.4913	59	0.4436	0.7388
TOTAL	766(1232)		732(1127)		
Percent	62.18		64.95		

In the comparison study, 62% of the Black students in 1982 and 65% of the Black students in 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	293	0.8184	244	0.8652	1.7113
4	292	0.8202	239	0.8415	0.3556
5	266	0.7430	232	0.8345	6.4880
6	234	0.7027	239	0.7469	1.5763
7	212	0.6291	211	0.6573	0.6491
8	219	0.6385	203	0.6324	0.0304
9	196	0.5698	189	0.6077	1.1645
TOTAL	1712(2429)		1557(2117)		
Percent	70.48		73.55		

Seventy percent of the White students in 1982 and 74% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

29. The teachers treat Black and White students the same.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	255	0.8979	119	0.7126	11.05929	**
3	243	0.8617	125	0.7485	4.12118	
4	248	0.8702	109	0.6527	15.24223	**
5	239	0.8566	115	0.6647	12.15912	**
6	247	0.7719	100	0.5882	11.26137	**
7	194	0.6062	78	0.4937	3.98247	
8	203	0.6246	63	0.4013	15.63000	**
9	176	0.5677	47	0.3615	11.27119	**
10	181	0.5468	64	0.4444	3.06157	
TOTAL	1986(2736)		820(1433)			
Percent	72.59		57.22			

In the 1983 study, 73% of the White students and 57% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 90% for White second graders to a low of 36% for Black ninth graders. The percent of White students responding in the affirmative consistently exceeded the percent of Black students responding in the affirmative. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$), sixth grade ($p < .01$), eighth grade ($p < .01$) and ninth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (90%), Black students (71%); fourth grade: White students (87%), Black students (65%); fifth grade: White students (86%), Black students (66%); sixth grade: White students (77%), Black students (59%); eighth grade: White students (62%), Black students (40%) and ninth grade: White students (57%), Black students (36%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	103	0.5628	125	0.7485	12.1781	**
4	90	0.5114	109	0.6527	6.9254	
5	105	0.5801	115	0.6647	2.5633	
6	117	0.6648	100	0.5882	2.0496	
7	83	0.4970	78	0.4937	0.0037	
8	82	0.4910	63	0.4013	2.6371	
9	79	0.4647	47	0.3615	3.1724	
TOTAL	659(1220)		637(1122)			
Percent	54.02		56.77			

In the comparison study, 54% of the Black students in 1982 and 57% of the Black students in 1983 responded in the affirmative. A significant difference was found between the responses of Black third graders ($p < .01$) across the years. In 1982, 56% of the Black students compared to 75% of the Black students in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	271	0.7570	243	0.8617	8.3241	*
4	293	0.8162	248	0.8702	2.2310	
5	261	0.7291	239	0.8566	12.2816	**
6	244	0.7284	247	0.7719	1.4914	
7	215	0.6250	194	0.6062	0.2805	
8	201	0.5826	203	0.6246	1.4210	
9	188	0.5387	176	0.5677	0.6672	
TOTAL	1673(2448)		1550(2121)			
Percent	68.34		73.08			

Sixty-eight percent of the White students in 1982 and 73% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were found between the responses of White students in the third grade ($p < .05$) and fifth grade ($p < .01$) across the years. In 1982, 76% of the White third graders compared to 86% of the White third graders in 1983 responded in the affirmative. Seventy-three percent of the White fifth graders in 1982 compared to 86% of the White fifth graders in 1983 answered "yes" to the item.

30. The teachers are nicer to the Black students.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	x^2	
2	60	0.2113	66	0.4000	13.62108	**
3	56	0.1993	63	0.3772	12.20452	**
4	43	0.1514	37	0.2216	1.90021	
5	33	0.1179	26	0.1513	0.41677	
6	54	0.1698	28	0.1618	0.02572	
7	84	0.2617	20	0.1258	6.99859	
8	95	0.2932	8	0.0503	22.39220	**
9	107	0.3441	13	0.0956	20.40339	**
10	110	0.3374	8	0.0548	28.24085	**
TOTAL	642(2729)		269(1445)			
Percent	18.86		18.62			

In the 1983 study, 20% of the White students and 19% of the Black students perceived that teachers are nicer to the Black students. Significant differences were found between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .01$), eighth grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (21%), Black students (40%); third grade: White students (20%), Black students (38%); eighth grade: White students (29%), Black students (5%); ninth grade: White students (34%), Black students (10%) and tenth grade: White students (34%), Black students (5%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	53	0.2896	63	0.3772	4.8489
4	39	0.2203	37	0.2216	0.0009
5	33	0.1833	26	0.1503	0.6966
6	20	0.1156	28	0.1618	1.3377
7	19	0.1124	20	0.1258	0.1058
8	15	0.0888	8	0.0503	0.8756
9	16	0.0952	13	0.0956	0.0001
TOTAL	195(1219)		195(1134)		
Percent	16.00		17.20		

In the comparison study, 16% of the Black students in 1982 and 17% of the Black students in 1983 perceived that teachers are nicer to the Black students. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	76	0.2141	56	0.1993	0.1878
4	58	0.1616	43	0.1514	0.0894
5	70	0.1966	33	0.1179	5.3193
6	78	0.2349	54	0.1698	3.7683
7	95	0.2778	84	0.2617	0.2346
8	124	0.3605	95	0.2932	4.1279
9	123	0.3576	107	0.3441	0.1630
TOTAL	624(2432)		472(2119)		
Percent	25.66		22.27		

Twenty-six percent of the White students in 1982 and 22% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses for White students in 1982 was consistently higher than the percent of affirmative responses for White students in 1983. There was no significant difference found between the responses of White students at any grade level across the years.

31. The teachers are nicer to the White students.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	x^2
2	122	0.4296	120	0.7186	29.75450 **
3	77	0.2740	102	0.6108	40.32346 **
4	50	0.1754	99	0.5964	62.86753 **
5	38	0.1367	98	0.5665	67.43211 **
6	32	0.1003	96	0.5549	77.41469 **
7	51	0.1589	88	0.5570	55.11747 **
8	42	0.1304	94	0.5987	75.90744 **
9	44	0.1419	85	0.6250	71.12399 **
10	42	0.1288	83	0.5764	64.57732 **
TOTAL	498(2726)		865(1441)		
Percent	18.27		60.03		

In the 1983 study, 18% of the White students and 60% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied from a high of 72% for Black second graders to a low of 10% for White sixth graders. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (43%), Black students (72%); third grade: White students (27%), Black students (61%); fourth grade: White students (18%), Black students (60%); fifth grade: White students (14%), Black students (57%); sixth grade: White students (10%), Black students (55%); seventh grade: White students (16%), Black students (56%); eighth grade: White students (13%), Black students (60%); ninth grade: White students (14%), Black students (63%) and tenth grade: White students (13%), Black students (58%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	118	0.6413	102	0.6108	0.3341
4	109	0.6124	99	0.5964	0.0898
5	101	0.5611	98	0.5665	0.0104
6	82	0.4767	96	0.5549	2.1586
7	90	0.5357	88	0.5570	0.1506
8	93	0.5503	94	0.5987	0.7819
9	98	0.5904	85	0.6250	0.3674
TOTAL	691(1217)		662(1130)		
Percent	56.78		58.58		

In the comparison study, 57% of the Black students in 1982 and 59% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	x^2
3	101	0.2845	77	0.2740	0.1306
4	56	0.1560	50	0.1754	0.4552
5	47	0.1324	38	0.1367	0.0218
6	50	0.1515	32	0.1003	3.2209
7	47	0.1382	51	0.1589	0.5329
8	40	0.1173	42	0.1304	0.2163
9	35	0.1029	44	0.1419	1.8676
TOTAL	376(2420)		334(2116)		
Percent	15.54		15.78		

Sixteen percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

32. I have been punished for being late because my bus was late.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	19	0.0671	26	0.1566	5.86125
3	15	0.0532	20	0.1198	3.25702
4	6	0.0211	18	0.1071	5.48476
5	17	0.0607	18	0.1040	1.41793
6	28	0.0878	28	0.1600	4.07483
7	38	0.1180	37	0.2312	9.31463 *
8	37	0.1135	34	0.2138	7.29004
9	39	0.1242	34	0.2464	9.53322 *
10	45	0.1351	28	0.1879	1.91620
TOTAL	244(2744)		243(1455)		
Percent	8.89		16.70		

In the 1983 study, 9% of the White students and 17% of the Black students responded in the affirmative. The percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students at every grade level. Significant differences existed between the responses of White and Black students in the seventh grade ($p < .05$) and ninth grade ($p < .05$). Twelve percent of the White seventh graders compared to 23% of the Black seventh graders responded "yes" to this item. In the ninth grade, 12% of the White students compared to 25% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	30	0.1639	20	0.1198	1.1805
4	17	0.0955	18	0.1071	0.0811
5	18	0.0994	18	0.1040	0.0130
6	21	0.1180	28	0.1600	1.0796
7	36	0.2069	37	0.2313	0.3425
8	50	0.2924	34	0.2138	3.5231
9	55	0.3179	34	0.2464	2.7222
TOTAL	227(1238)		189(1140)		
Percent	18.34		16.58		

In the comparison study, 18% of the Black students in 1982 and 17% of the Black students in 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	26	0.0728	15	0.0532	0.7306
4	14	0.0392	6	0.0211	0.6287
5	33	0.0922	17	0.0607	1.8704
6	35	0.1051	28	0.0878	0.5884
7	41	0.1192	38	0.1180	0.0028
8	53	0.1523	37	0.1135	3.0473
9	37	0.1051	39	0.1242	0.7272
TOTAL	239(2449)		180(2128)		
Percent	9.76		8.46		

Ten percent of the White students in 1982 and 8% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

33. We talk about famous Black people in our classes.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	171	0.6085	105	0.6287	0.12344	
3	218	0.7758	129	0.7725	0.00339	
4	240	0.8421	12[illegible]	0.7500	2.58538	
5	249	0.8893	13[illegible]	0.7965	2.66425	
6	240	0.7500	98	0.5698	10.30768	*
7	216	0.6814	96	0.6076	1.60783	
8	238	0.7301	84	0.5350	11.22226	**
9	151	0.4809	28	0.2029	20.32649	**
10	141	0.4247	31	0.2109	12.79456	**
TOTAL	1864(2736)		834(1446)			
Percent	68.13		57.68			

In the 1983 study, 68% of the White students and 58% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 89% for White fifth graders to a low of 20% for Black ninth graders. Significant differences existed between the responses of White and Black students in the sixth grade ($p < .05$), eighth grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). In the sixth grade, 75% of the White students compared to 57% of the Black students responded in the affirmative. Seventy-three percent of the White eighth graders compared to 54% of the Black eighth graders answered "yes" to this item. Forty-eight percent of the White ninth graders compared to 20% of the Black ninth graders responded in the affirmative. In the tenth grade, 42% of the White students compared to 21% of the Black students answered "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	104	0.5652	129	0.7725	15.2948	**
4	123	0.6872	126	0.7500	1.3925	
5	127	0.7017	137	0.7965	3.2279	
6	97	0.5449	98	0.5698	0.2193	
7	74	0.4229	96	0.6076	11.5276	**
8	92	0.5412	84	0.5350	0.0125	
9	26	0.1477	28	0.2029	0.9578	
TOTAL	643(1243)		698(1132)			
Percent	51.73		61.66			

In the comparison study, 52% of the Black students in 1982 and 62% of the Black students in 1983 responded in the affirmative. The difference in the percent of affirmative responses across grade levels and years varied from a high of 80% for Black fifth graders in 1983 to a low of 15% for Black ninth graders in 1982. Significant differences existed between the responses of Black third graders ($p < .01$) and seventh graders ($p < .01$) across the years. In 1982, 57% of the Black third graders compared to 77% of the Black third graders in 1983 responded in the affirmative. Forty-two percent of the Black seventh graders in 1982 compared to 61% of the Black seventh graders in 1983 answered "yes" to this item.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	223	0.6229	218	0.7758	17.0704	**
4	278	0.7765	240	0.8421	3.1643	
5	298	0.8394	249	0.8893	1.8042	
6	220	0.6587	240	0.7500	6.3211	
7	178	0.5220	216	0.6814	19.3595	**
8	265	0.7571	238	0.7301	0.5742	
9	118	0.3371	151	0.4809	15.8636	**
TOTAL	1580(2446)		1552(2123)			
Percent	64.60		73.10			

Sixty-five percent of the White students in 1982 and 73% of the White students in 1983 responded in the affirmative in the comparison study. The difference in the percent of affirmative responses across grade levels and years varied from a high of 89% for White fifth graders in 1983 to a low of 34% for White ninth graders in 1982. Significant differences existed between the responses of White students in the third grade ($p < .01$), seventh grade ($p < .01$) and ninth grade ($p < .01$) across the

years. In the third grade, 62% of the White students in 1982 compared to 78% of the White students in 1983 responded in the affirmative. Fifty-two percent of the White seventh graders in 1982 compared to 68% of the White seventh graders in 1983 answered "yes" to this item. In 1982, 34% of the White ninth graders compared to 48% of the White ninth graders in 1983 responded in the affirmative.

34. We talk about famous White people in our classes.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	193	0.6820	103	0.6168	1.78659	
3	223	0.7964	107	0.5446	9.62067	*
4	246	0.8632	137	0.8204	0.77056	
5	259	0.9283	132	0.7630	11.77953	**
6	264	0.8302	123	0.7110	6.27733	
7	255	0.8019	108	0.6835	5.73864	
8	300	0.9174	139	0.8742	0.77289	
9	235	0.7508	103	0.7518	0.00038	
10	245	0.7380	112	0.7517	0.07398	
TOTAL	2220(2735)		1064(1449)			
Percent	81.17		73.43			

In the 1983 study, 81% of the White students and 73% of the Black students responded in the affirmative. Significant differences existed between the responses of White and Black students in the third grade ($p < .05$) and fifth grade ($p < .01$). In the third grade, 80% of the White students compared to 54% of the Black students responded in the affirmative. Ninety-three percent of the White fifth graders compared to 76% of the Black fifth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	111	0.6033	107	0.6446	0.8244
4	146	0.8156	137	0.8204	0.0106
5	150	0.8287	132	0.7630	2.1145
6	141	0.7921	123	0.7110	3.1974
7	139	0.7943	108	0.6835	5.6352
8	149	0.8663	139	0.8742	0.0288
9	130	0.7386	103	0.7518	0.0742
TOTAL	966(1245)		849(1133)		
Percent	77.59		74.93		

In the comparison study, 78% of the Black students in 1982 and 75% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	276	0.7709	223	0.7964	0.7633
4	310	0.8659	246	0.8632	0.0091
5	331	0.9272	259	0.9283	0.0015
6	285	0.8533	264	0.8302	0.6508
7	285	0.8333	255	0.8019	1.2195
8	323	0.9229	300	0.9174	0.0372
9	252	0.7179	235	0.7508	1.3362
TOTAL	2062(2450)		1782(2120)		
Percent	84.16		84.06		

Eighty-four percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

35. We have talked about desegregation at school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	75	0.2641	53	0.3193	0.92098
3	52	0.1851	50	0.2994	3.96444
4	64	0.2261	43	0.2560	0.27099
5	60	0.2166	57	0.3353	4.32087
6	111	0.3491	67	0.3895	0.52059
7	107	0.3375	74	0.4684	5.06481
8	132	0.4125	69	0.4395	0.21480
9	145	0.4647	57	0.4191	0.54156
10	148	0.4471	61	0.4094	0.40387
TOTAL	894(2723)		531(1443)		
Percent	32.83		36.80		

In the 1983 study, 33% of the White students and 37% of the Black students reported they had talked about desegregation at school. There was no significant difference found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	46	0.2500	50	0.2994	0.9065
4	42	0.2360	43	0.2560	0.1466
5	65	0.3652	57	0.3353	0.3293
6	77	0.4425	67	0.3895	1.0307
7	64	0.3721	74	0.4684	3.2378
8	93	0.5439	69	0.4395	3.7830
9	94	0.5341	57	0.4191	4.3029
TOTAL	481(1233)		417(1128)		
Percent	39.01		36.97		

In the comparison study, 39% of the Black students in 1982 and 37% of the Black students in 1983 reported they had talked about desegregation at school. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	61	0.1713	52	0.1851	0.1327
4	56	0.1569	64	0.2261	3.4083
5	113	0.3156	60	0.2166	6.8889
6	103	0.3131	111	0.3491	0.9418
7	116	0.3402	107	0.3375	0.0051
8	197	0.5661	132	0.4125	17.6874 **
9	201	0.5710	145	0.4647	8.4023 *
TOTAL	847(2441)		671(2108)		
Percent	34.70		31.83		

Thirty-five percent of the White students in 1982 and 32% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were found between the responses of White students in the eighth grade ($p < .01$) and ninth grade ($p < .05$) across the years. In the eighth grade, 57% of the White students in 1982 compared to 41% of the White students in 1983 responded "yes" to this item. Fifty-seven percent of the White ninth graders in 1982 compared to 46% of the White ninth graders in 1983 responded in the affirmative.

36. I would like to do more school activities after school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	186	0.6596	117	0.7091	0.78571
3	199	0.7107	118	0.7108	0.00001
4	203	0.7123	126	0.7545	0.57772
5	215	0.7734	146	0.8439	1.65250
6	245	0.7704	139	0.8035	0.37143
7	247	0.7695	116	0.7296	0.50652
8	230	0.7099	106	0.6625	0.71860
9	194	0.6178	92	0.6667	0.67056
10	187	0.5633	96	0.5486	2.19458
TOTAL	1906(2734)		1056(1449)		
Percent	69.71		72.88		

In the 1983 study, 70% of the White students and 73% of the Black students responded in the affirmative. No significant difference was found between the responses of the White and Black students at any grade level.

No corresponding item in the 1982 study.

37. My school is too far away to do after school activities.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	60	0.2120	123	0.7410	100.99948 **
3	52	0.1864	122	0.7349	108.33388 **
4	40	0.1423	129	0.7818	146.69642 **
5	35	0.1254	126	0.7283	135.27755 **
6	45	0.1406	128	0.7356	135.83260 **
7	44	0.1379	116	0.7296	124.55976 **
8	51	0.1574	113	0.7197	111.62869 **
9	40	0.1274	96	0.7059	104.11633 **
10	34	0.1021	102	0.6939	117.43344 **
TOTAL	401(2732)		1055(1443)		
Percent	14.68		73.11		

In the 1983 study, 15% of the White students and 73% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 78% for Black fourth graders to a low of 10% for White tenth graders. The percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students at every grade level. Significant differences existed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (21%), Black students (74%); third grade: White students (19%), Black students (73%); fourth grade: White students (14%), Black students (78%); fifth grade: White students (13%), Black students (73%); sixth grade: White students (14%), Black students (74%); seventh grade: White students (14%), Black students (73%); eighth grade: White students (16%), Black students (72%); ninth grade: White students (13%), Black students (71%); and tenth grade: White students (10%), Black students (69%).

No corresponding item in the 1982 study.

38. There are lots of things to do here at school that are fun.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	259	0.9152	144	0.8623	1.03751
3	248	0.8857	135	0.8084	2.21105
4	244	0.8561	125	0.7440	4.68391
5	229	0.8237	124	0.7209	3.99656
6	232	0.7273	118	0.6743	1.10476
7	232	0.7250	103	0.6478	2.16731
8	224	0.6892	97	0.6139	2.05657
9	207	0.6613	75	0.5556	3.53190
10	242	0.7289	80	0.5405	12.21802 **
TOTAL	2117(2735)		1001(1445)		
Percent	77.40		69.08		

In the 1983 study, 77% of the White students and 69% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for the White students than the Black students at every grade level. A significant difference was observed between the responses of White and Black students in the tenth grade ($p < .01$). Seventy-three percent of the White tenth graders compared to 54% of the Black tenth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	147	0.8077	135	0.8084	0.0002
4	140	0.7865	125	0.7440	0.7554
5	141	0.7790	124	0.7209	1.4415
6	138	0.7709	118	0.6743	4.0070
7	118	0.6743	103	0.6478	0.2832
8	113	0.6608	97	0.6139	0.8752
9	109	0.6264	75	0.5556	1.8509
TOTAL	906(1240)		777(1134)		
Percent	73.06		68.52		

In the comparison study, 73% of the Black students in 1982 and 69% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	305	0.8592	248	0.8857	0.6158
4	284	0.7933	244	0.8561	3.4951
5	270	0.7563	229	0.8237	3.9643
6	260	0.7855	232	0.7273	3.0715
7	257	0.7471	232	0.7250	0.4513
8	247	0.7118	224	0.6892	0.4774
9	255	0.7286	207	0.6613	4.1652
TOTAL	1878(2442)		1616(2120)		
Percent	76.90		76.23		

Seventy-seven percent of the White students in 1982 and 76% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

39. There are enough dances and parties at school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	184	0.6479	91	0.5449	3.05289	
3	165	0.5872	84	0.5091	1.73537	
4	127	0.4488	62	0.3713	1.72826	
5	106	0.3799	52	0.3023	1.76944	
6	84	0.2633	35	0.2000	1.22523	
7	64	0.1994	33	0.2062	0.01342	
8	71	0.2178	28	0.1750	0.52137	
9	129	0.4108	22	0.1594	15.79130	**
10	153	0.4595	24	0.1633	23.33274	**
TOTAL	1083(2740)		431(1451)			
Percent	39.53		29.70			

In the 1983 study, 40% of the White students and 30% of the Black students responded in the affirmative. Significant differences were observed between the responses of White and Black students in the ninth grade ($p < .01$) and tenth grade ($p < .01$). In the ninth grade, 41% of the White students compared to 16% of the Black students responded in the affirmative. Forty-six percent of the White tenth graders compared to 16% of the Black tenth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	69	0.3770	84	0.5091	7.9171	*
4	49	0.2753	62	0.3713	4.1537	
5	49	0.2707	52	0.3023	0.4611	
6	32	0.1798	35	0.2000	0.1889	
7	40	0.2286	33	0.2062	0.2179	
8	21	0.1235	28	0.1750	1.1428	
9	35	0.2023	22	0.1594	0.7391	
TOTAL	295(1238)		316(1137)			
Percent	23.83		27.79			

In the comparison study, 24% of the Black students in 1982 and 28% of the Black students in 1983 responded in the affirmative. A significant difference existed between the responses of Black third graders ($p < .05$) across the years. In 1982, 38% of the Black third graders compared to 51% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	138	0.3887	165	0.5872	28.4380	**
4	105	0.2933	127	0.4488	17.5866	**
5	91	0.2549	106	0.3799	11.2697	**
6	73	0.2192	84	0.2633	1.4589	
7	95	0.2778	64	0.1994	4.6855	
8	84	0.2407	71	0.2178	0.4068	
9	125	0.3561	129	0.4108	2.2831	
TOTAL	711(2445)		746(2123)			
Percent	29.08		35.14			

Twenty-nine percent of the White students in 1982 and 35% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .01$) and fifth grade ($p < .01$) across the years. In the third grade, 39% of the White students in 1982 compared to 59% of the White students in 1983 responded in the affirmative. In 1982, 29% of the White fourth graders compared to 45% of the White fourth graders in 1983 responded "yes" to this item. Twenty-five percent of the White fifth graders in 1982 compared to 38% of the White fifth graders in 1983 responded in the affirmative.

40. I like to come to school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	217	0.7695	107	0.6524	4.25051
3	213	0.7607	107	0.6485	3.92071
4	194	0.6831	106	0.6310	0.86120
5	192	0.6882	115	0.6647	0.17744
6	219	0.6975	106	0.6199	1.96938
7	208	0.6541	99	0.6387	0.07150
8	219	0.6887	97	0.6340	0.89451
9	212	0.6861	94	0.7015	0.06318
10	218	0.6646	83	0.5685	2.66965
TOTAL	1892(2712)		914(1429)		
Percent	69.76		63.96		

In the 1983 study, 70% of the White students and 64% of the Black students reported they liked to come to school. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	103	0.5598	107	0.6485	2.8769
4	97	0.5480	106	0.6310	2.4916
5	111	0.6201	115	0.6647	0.7365
6	100	0.5650	106	0.6199	1.1023
7	101	0.5872	99	0.6387	0.9089
8	95	0.5621	97	0.6340	1.7428
9	103	0.5920	94	0.7015	3.8179
TOTAL	710(1232)		724(1119)		
Percent	57.63		64.70		

In the comparison study, 58% of the Black students in 1982 and 65% of the Black students in 1983 reported they liked to come to school. The percent of affirmative responses for Black students was consistently higher in 1983 than in 1982 at every grade level. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	224	0.6275	213	0.7607	12.3325 **
4	197	0.5581	194	0.6831	10.8865 **
5	244	0.6816	192	0.6882	0.0303
6	227	0.6963	219	0.6975	0.0009
7	188	0.5612	208	0.6541	6.2298
8	214	0.6239	219	0.6887	3.0637
9	207	0.6053	212	0.6861	4.6924
TOTAL	1501(2414)		1457(2102)		
Percent	62.18		69.31		

Sixty-two percent of the White students in 1982 and 69% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses for White students was consistently higher in 1983 than in 1982 at every grade level. Significant differences existed between the responses of White students in the third grade ($p < .01$) and fourth grade ($p < .01$) across the years. In 1982, 63% of the White third graders compared to 76% of the White third graders in 1983 responded in the affirmative. In the fourth grade, 56% of the White students in 1982 compared to 68% of the White students in 1983 responded "yes" to this item.

41. I like to miss school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	67	0.2359	59	0.3598	4.87522
3	56	0.1993	54	0.3234	4.95547
4	70	0.2482	55	0.3274	2.02826
5	77	0.2750	54	0.3121	0.45656
6	88	0.2785	62	0.3584	2.16170
7	130	0.4088	55	0.3437	1.34479
8	95	0.2960	51	0.3333	0.42839
9	1[illegible]	0.3442	34	0.2519	2.33432
10	112	0.3394	43	0.2925	0.65400
TOTAL	801(2720)		467(1440)		
Percent	29.45		32.43		

In the 1983 study, 29% of the White students and 32% of the Black students responded in the affirmative. There was no significant difference found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	72	0.3913	54	0.3234	1.7886
4	69	0.3898	55	0.3274	1.4874
5	69	0.3812	54	0.3121	1.8676
6	61	0.3486	62	0.3584	0.0370
7	57	0.3295	55	0.3437	0.0749
8	69	0.4083	51	0.3333	1.9960
9	51	0.3036	34	0.2519	0.8859
TOTAL	448(1227)		365(1129)		
Percent	36.51		32.33		

In the comparison study, 37% of the Black students in 1982 and 32% of the Black students in 1983 responded in the affirmative. There was no significant difference observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	116	0.3268	56	0.1993	11.5717 **
4	127	0.3557	70	0.2482	8.2688 *
5	109	0.3097	77	0.2750	0.8506
6	109	0.3283	88	0.2785	1.8254
7	124	0.3701	130	0.4088	1.1068
8	138	0.4000	95	0.2960	8.1737 *
9	137	0.3994	106	0.3442	2.2500
TOTAL	860(2419)		622(2106)		
Percent	35.55		29.53		

Thirty-six percent of the White students in 1982 and 30% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were found between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .05$) and eighth grade ($p < .05$) across the years. In the third grade, 33% of the White students in 1982 compared to 20% of the White students in 1983 responded in the affirmative. In 1982, 36% of the White fourth graders compared to 25% of the White fourth graders in 1983 responded "yes" to this item. Forty percent of the White eighth graders in 1982 compared to 30% of the White eighth graders in 1983 responded in the affirmative.

42. Missing school is all right because it is not important.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	58	0.2049	64	0.3902	26.74888 **
3	41	0.1454	46	0.2788	13.92267 **
4	26	0.0915	28	0.1667	4.48571
5	9	0.0324	23	0.1329	8.19949 *
6	12	0.0375	31	0.1771	16.38316 **
7	22	0.0685	12	0.0764	0.04791
8	18	0.0550	16	0.1006	1.61807
9	19	0.0605	9	0.0662	0.02178
10	13	0.0392	11	0.0743	0.90872
TOTAL	218(2741)		240(1445)		
Percent	7.95		16.61		

In the 1983 study, 8% of the White students and 17% of the Black students responded in the affirmative. The percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students at every grade level. Significant differences existed between the responses of White and Black students at the second grade ($p < .01$), third grade ($p < .01$), fifth grade ($p < .05$) and sixth grade ($p < .01$). In the second grade, 20% of the White students compared to 39% of the Black students responded in the affirmative. Fifteen percent of the White third graders compared to 28% of the Black third graders responded "yes" to this item. In the fifth grade, 3% of the White students compared to 13% of the Black students responded in the affirmative. Four percent of the White sixth graders compared to 18% of the Black sixth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	52	0.2826	46	0.2788	0.0107
4	39	0.2179	28	0.1667	1.9212
5	19	0.1050	23	0.1329	0.5852
6	15	0.0838	31	0.1771	6.5176
7	19	0.1092	12	0.0764	0.7489
8	7	0.0407	16	0.1006	2.5086
9	10	0.0568	9	0.0662	0.0568
TOTAL	161(1245)		165(1133)		
Percent	12.93		14.56		

In the comparison study, 13% of the Black students in 1982 and 15% of the Black students in 1983 responded in the affirmative. There was no significant difference observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	40	0.1117	41	0.1454	2.7647
4	23	0.0641	26	0.0915	1.8528
5	21	0.0587	9	0.0324	1.6726
6	9	0.0269	12	0.0375	0.2816
7	22	0.0640	22	0.0685	0.0539
8	28	0.0802	18	0.0550	1.6564
9	28	0.0800	19	0.0605	0.9727
TOTAL	171(2452)		147(2126)		
Percent	6.97		6.91		

Seven percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

43. I want to go to this school district next year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	248	0.8732	117	0.7091	12.98291	**
3	257	0.9113	110	0.6587	31.02080	**
4	262	0.9193	105	0.6250	42.37519	**
5	232	0.8406	103	0.5954	29.93260	**
6	278	0.8687	89	0.5235	60.12825	**
7	301	0.9436	85	0.5519	71.22894	**
8	271	0.8338	66	0.4231	79.45356	**
9	274	0.8782	65	0.4887	62.01104	**
10	301	0.9121	81	0.5548	56.98369	**
TOTAL	2424(2733)		821(1432)			
Percent	88.69		57.33			

In the 1983 study, 89% of the White students and 57% of the Black students responded in the affirmative. The difference in the percent of the affirmative responses across grade levels varied from a high of 94% for White seventh graders to a low of 42% for Black eighth graders. The percent of affirmative responses for White students was consistently higher than the percent of affirmative responses for Black students at every grade level. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (87%), Black students (71%); third grade: White students (91%), Black students (66%); fourth grade: White students (92%), Black students (63%); fifth grade: White students (84%), Black students (60%); sixth grade: White students (87%), Black students (52%); seventh grade: White students (94%), Black students (55%); eighth grade: White students (83%), Black students (42%); ninth grade: White students (88%), Black students (49%); and tenth grade: White students (91%), Black students (55%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	101	0.5549	110	0.6587	3.7610
4	103	0.5787	105	0.6250	0.7451
5	100	0.5525	103	0.5954	0.6530
6	97	0.5673	89	0.5235	0.6540
7	81	0.4765	85	0.5519	1.8473
8	64	0.3765	66	0.4231	0.7091
9	66	0.4024	65	0.4887	2.1941
TOTAL	612(1216)		623(1121)		
Percent	50.33		55.58		

In the comparison study, 50% of the Black students in 1982 and 56% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	321	0.8966	257	0.9113	0.3332
4	319	0.8911	262	0.9193	1.2369
5	300	0.8403	232	0.8406	0.0001
6	297	0.8946	278	0.8687	1.0627
7	306	0.8921	301	0.9436	4.2767
8	309	0.8879	271	0.8338	4.8060
9	310	0.8857	274	0.8782	0.0909
TOTAL	2162(2446)		1875(2119)		
Percent	88.39		88.49		

Eighty-eight percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

44. The Black students stay after school for sports, cheerleading and other activities.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	137	0.4858	107	0.6524	11.19471 **
3	176	0.6286	125	0.7485	5.87765
4	205	0.7218	124	0.7381	0.10891
5	242	0.8674	133	0.7733	3.70508
6	273	0.8612	126	0.7326	2.08718
7	278	0.8854	129	0.8269	1.34612
8	278	0.8634	126	0.8129	1.00237
9	285	0.9135	116	0.8529	1.28508
10	289	0.8838	117	0.7959	2.91489
TOTAL	2163(2717)		1103(1437)		
Percent	79.61		76.76		

In the 1983 study, 80% of the White students and 77% of the Black students responded in the affirmative. A significant difference between the responses of White and Black students was observed in the second grade ($p < .01$). In the second grade 49% of the White students compared to 65% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	109	0.5989	125	0.7485	11.2344 **
4	120	0.6742	124	0.7381	2.0365
5	142	0.7889	133	0.7733	0.1239
6	131	0.7443	126	0.7326	0.0693
7	153	0.8947	129	0.8269	2.1623
8	149	0.8817	126	0.8129	2.2028
9	142	0.8452	116	0.8529	0.0257
TOTAL	946(1224)		879(1126)		
Percent	77.29		78.06		

In the comparison study, 77% of the Black students in 1982 and 78% of the Black students in 1983 responded in the affirmative. A significant difference existed between the responses of Black third graders ($p < .01$) across the years. In 1982, 60% of the Black third graders compared to 75% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	146	0.4101	176	0.6286	43.7577 **
4	207	0.5831	205	0.7218	17.7650 **
5	266	0.7493	242	0.8674	12.7443 **
6	274	0.8278	273	0.8612	1.0570
7	293	0.8643	278	0.8854	0.4223
8	310	0.8908	278	0.8634	0.7373
9	312	0.9017	285	0.9135	0.1320
TOTAL	1808(2430)		1737(2108)		
Percent	74.40		82.40		

Seventy-four percent of the White students in 1982 and 82% of the White students in 1983 responded in the affirmative. The difference in the percent of affirmative responses varied across the grade levels and years from a high of 91% for White ninth graders in 1983 to a low of 41% for White third graders in 1982. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .01$) and fifth grade ($p < .01$) across the years. In the third grade, 41% of the White students in 1982 compared to 63% of the White students in 1983 responded "yes" to this item. Fifty-eight percent of the White fourth graders in 1982 compared to 72% of the White fourth graders in 1983 responded in the affirmative. In 1982, 75% of the White fifth graders compared to 87% of the White fifth graders in 1983 responded in the affirmative.

45. The White students stay after school for sports, cheerleading and other activities.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	190	0.6714	130	0.7975	12.53979 **
3	213	0.7580	147	0.8802	11.98753 **
4	247	0.8697	148	0.8862	0.21912
5	254	0.9071	156	0.9070	0.00002
6	304	0.9590	162	0.9310	0.66301
7	315	0.9783	151	0.9497	0.64457
8	319	0.9846	156	0.9811	0.00933
9	307	0.9746	134	0.9853	0.07879
10	328	0.9880	145	0.9732	0.16443
TOTAL	2477(2738)		1329(1446)		
Percent	90.47		91.91		

In the 1983 study 90% of the White students and 92% of the Black students perceived that White students stayed after school for sports, cheerleading and other activities. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$) and third grade ($p < .01$). In the second grade, 67% of the White students compared to 80% of the Black students responded in the affirmative. Seventy-six percent of the White third graders compared to 88% of the Black third graders answered "yes" to this item.

No corresponding item in the 1982 study.

46. I stay after school because there are buses that take me home.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	125	0.4417	103	0.6205	11.16255 **
3	78	0.2766	86	0.5150	19.92688 **
4	58	0.2042	84	0.5030	31.34529 **
5	60	0.2143	89	0.5174	32.96049 **
6	55	0.1719	93	0.5345	48.80240 **
7	54	0.1677	79	0.5032	38.39673 **
8	43	0.1319	86	0.5409	57.78706 **
9	45	0.1442	81	0.5956	61.25783 **
10	37	0.1118	78	0.5342	57.51116 **
TOTAL	555(2740)		779(1444)		
Percent	20.26		53.95		

In the 1983 study, 20% of the White students and 54% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 62% for Black second graders to a low of 11% for White tenth graders. The percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students at every grade level. Significant differences were found between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (44%), Black students (62%); third grade: White students (28%), Black students (52%); fourth grade: White students (20%), Black students (50%); fifth grade: White students (21%), Black students (52%); sixth grade: White students (17%), Black students (53%); seventh grade: White students (17%), Black students (50%); eighth grade: White students (13%), Black students (54%); ninth grade: White students (14%), Black students (60%) and tenth grade: White students (11%), Black students (53%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	80	0.4372	86	0.5150	2.1257
4	85	0.4749	84	0.5030	0.2750
5	113	0.6243	89	0.5174	4.0499
6	97	0.5480	93	0.5345	0.0647
7	99	0.5657	79	0.5032	1.3010
8	98	0.5731	86	0.5409	0.3439
9	102	0.5829	81	0.5956	0.0499
TOTAL	674(1241)		598(1132)		
Percent	54.31		52.83		

In the comparison study, 54% of the Black students in 1982 and 53% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	88	0.2458	78	0.2766	1.0012
4	82	0.2303	58	0.2042	0.7214
5	59	0.1657	60	0.2143	2.4747
6	72	0.2169	55	0.1719	2.2091
7	56	0.1642	54	0.1677	0.0134
8	45	0.1304	43	0.1319	0.0024
9	39	0.1111	45	0.1442	1.2134
TOTAL	441(2439)		393(2126)		
Percent	18.08		18.49		

Eighteen percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

47. The Black students come back at night for special events.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	105	0.3710	77	0.4639	2.35149	
3	116	0.4113	82	0.4910	1.73931	
4	143	0.5071	73	0.4398	1.23631	
5	137	0.4964	70	0.4046	2.36344	
6	199	0.6278	79	0.4566	8.43743	*
7	195	0.6210	74	0.4837	4.90195	
8	211	0.6677	80	0.5195	5.74657	
9	218	0.7124	74	0.5401	6.99622	
10	224	0.6871	84	0.5676	3.63202	
TOTAL	1548(2702)		693(1437)			
Percent	57.29		48.23			

In the 1983 study, 57% of the White students and 46% of the Black students responded in the affirmative. A significant difference was found between the responses of White and Black students in the sixth grade ($p < .05$). Sixty-three percent of the White sixth graders compared to 46% of the Black sixth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	79	0.4317	82	0.4910	1.2373
4	67	0.3743	73	0.4398	1.4858
5	76	0.4222	70	0.4046	0.1100
6	80	0.4545	79	0.4566	0.0016
7	96	0.5581	74	0.4837	1.8085
8	78	0.4615	80	0.5195	1.0892
9	71	0.4277	74	0.5401	3.8204
TOTAL	547(1225)		532(1123)		
Percent	44.65		47.37		

In the comparison study, 45% of the Black students in 1982 and 47% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	132	0.3739	116	0.4113	0.8812
4	132	0.3708	143	0.5071	11.7428 **
5	146	0.4090	137	0.4964	4.7774
6	182	0.5583	199	0.6278	3.1162
7	186	0.5552	195	0.6210	2.8183
8	204	0.5965	211	0.6677	3.3472
9	195	0.5735	218	0.7124	12.4787 **
TOTAL	1177(2409)		1219(2093)		
Percent	48.86		58.24		

Forty-nine percent of the White students in 1982 and 58% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses for the White students in 1983 was consistently higher than the percent of affirmative responses for the White students in 1982 at every grade level. Significant differences were observed between the responses of the White students in the fourth grade ($p < .01$) and ninth grade ($p < .01$) across the years. In the fourth grade, 37% of the White students in 1982 compared to 51% of the White students in 1983 responded in the affirmative. Fifty-seven percent of the White ninth graders in 1982 compared to 71% of the White ninth graders in 1983 answered "yes" to this item.

48. The White students come back at night for special events.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	151	0.5317	109	0.6606	5.81156	
3	145	0.5142	117	0.7048	12.75369	**
4	174	0.6170	107	0.6446	0.26650	
5	171	0.6173	114	0.6590	0.62664	
6	231	0.7310	142	0.8161	2.69566	
7	255	0.8019	123	0.7935	0.02355	
8	277	0.8766	135	0.8491	0.26188	
9	286	0.9167	122	0.8841	0.32555	
10	310	0.9366	139	0.9456	0.02653	
TOTAL	2000(2718		1108(1443)			
Percent	73.58		76.78			

In the 1983 study, 74% of the White students and 77% of the Black students responded in the affirmative. A significant difference existed between the responses of White and Black students in the third grade ($p < .01$). Fifty-one percent of the White third graders compared to 70% of the Black third graders responded in the affirmative.

No corresponding item in the 1982 study.

49. My parents(s) come to parent/teacher meetings.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	221	0.7837	105	0.6325	6.17167	
3	221	0.7865	100	0.6061	8.74326	*
4	199	0.7007	95	0.5655	4.99426	
5	220	0.7914	89	0.5145	21.35502	**
6	186	0.5849	69	0.4035	9.30811	*
7	154	0.4828	44	0.2839	10.31761	*
8	127	0.3932	31	0.1975	10.12164	*
9	107	0.3408	19	0.1429	8.95172	*
10	82	0.2470	35	0.2349	0.03710	
TOTAL	1517(2731		587(1437)			
Percent	55.55		40.85			

In the 1983 study, 56% of the White students and 41% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 79% for White third and fifth graders to a low of 14% for the Black ninth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were found between the responses of White and Black students in the third grade ($p < .05$), fifth grade ($p < .01$), sixth grade ($p < .05$), seventh grade ($p < .05$), eighth grade ($p < .05$) and ninth grade ($p < .05$). The following indicates the percent of affirmative responses by race and grade level: third grade: White students (79%), Black students (61%); fifth grade: White students (79%), Black students (51%); sixth grade: White students (58%), Black students (40%); seventh grade: White students (48%), Black students (28%); eighth grade: White students (39%), Black students (20%); and ninth grade: White students (34%), Black students (14%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	90	0.4891	100	0.6061	4.9622
4	83	0.4716	95	0.5655	3.1609
5	92	0.5111	89	0.5145	0.0041
6	86	0.4804	69	0.4035	2.1598
7	59	0.3450	44	0.2839	1.2687
8	42	0.2500	31	0.1975	0.9349
9	39	0.2241	19	0.1429	2.0777
TOTAL	491(1232)		447(1122)		
Percent	39.85		39.84		

In the comparison study, 40% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was observed between the responses of the Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	227	0.6376	221	0.7865	14.0060 **
4	264	0.7374	199	0.7007	0.8600
5	243	0.6826	220	0.7914	7.4371 *
6	191	0.5719	186	0.5849	0.1117
7	111	0.3246	154	0.4828	16.6300 **
8	115	0.3305	127	0.3932	2.6538
9	100	0.2841	107	0.3408	2.1460
TOTAL	1251(2446)		1214(2117)		
Percent	51.14		57.35		

Fifty-one percent of the White students in 1982 and 57% of the White students in 1983 responded in the affirmative in the comparison study. The difference in the percent of affirmative responses across grade levels varied from a high of 79% for White fifth graders in 1983 to a low of 28% for White ninth graders in 1982. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fifth grade ($p < .05$) and seventh grade ($p < .01$) across the years. In the third grade, 64% of the White students in 1982 compared to 79% of the White students in 1983 responded in the affirmative. Sixty-eight percent of the White fifth graders in 1982 compared to 79% of the White fifth graders in 1983 responded "yes" to this item. In the seventh grade, 32% of the White students in 1982 compared to 48% of the White students in 1983 responded in the affirmative.

50. My parent(s) have talked to some of my teachers.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	262	0.9258	148	0.8862	0.61775
3	268	0.9504	145	0.8683	2.65726
4	270	0.9474	147	0.8802	1.78046
5	264	0.9462	147	0.8497	3.77211
6	265	0.8281	133	0.7644	1.69648
7	241	0.7508	100	0.6250	6.16233
8	237	0.7270	108	0.6750	1.05569
9	194	0.6178	73	0.5290	2.70495
10	164	0.4940	69	0.4662	0.28258
TOTAL	2165(2742)		1070(1454)		
Percent	78.		73.59		

In the 1983 study, 79% of the White students and 74% of the Black students reported their parent(s) had talked to some of their teachers. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. There was no significant difference observed between the responses of White and Black students across the grade levels.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	157	0.8579	145	0.8683	0.0486
4	153	0.8547	147	0.8802	0.2922
5	154	0.8508	147	0.8497	0.0006
6	141	0.7877	133	0.7644	0.2502
7	112	0.6400	100	0.6250	0.0979
8	97	0.5706	108	0.6750	4.6768
9	97	0.5511	73	0.5290	0.1975
TOTAL	911(1243)		853(1139)		
Percent	73.29		74.89		

In the comparison study, 73% of the Black students in 1982 and 75% of the Black students in 1983 reported their parent(s) had talked to some of their teachers. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	338	0.9441	268	0.9504	0.0397
4	343	0.9608	270	0.9474	0.1854
5	335	0.9384	264	0.9462	0.0629
6	288	0.8649	265	0.8281	1.4321
7	226	0.6570	241	0.7508	9.4988 *
8	236	0.6743	237	0.7270	3.0486
9	203	0.5783	194	0.6178	1.6800
TOTAL	1969(2450)		1739(2127)		
Percent	80.37		81.76		

Eighty percent of the White students in 1982 and 82% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was found between the responses of the White students in the seventh grade ($p < .05$) across the years. Sixty-six percent of the White sixth graders in 1982 compared to 75% of the White sixth graders in 1983 responded in the affirmative.

51. My parent(s) care about my grades.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	279	0.9894	160	0.9581	4.29699
3	279	0.9894	165	0.9880	0.00786
4	283	0.9965	166	0.9881	0.31063
5	279	0.9964	172	0.9942	0.02202
6	316	0.9875	173	0.9886	0.00536
7	320	0.9938	155	0.9687	2.72162
8	318	0.9785	155	0.9687	0.41005
9	303	0.9712	133	0.9638	0.20800
10	325	0.9760	143	0.9597	1.08457
TOTAL	2702(2740)		1422(1457)		
Percent	98.61		97.60		

In the 1983 study, 99% of the White students and 98% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	175	0.9511	165	0.9880	5.2071
4	170	0.9605	166	0.9881	2.8713
5	179	0.9890	172	0.9942	0.1071
6	174	0.9775	173	0.9886	0.4692
7	168	0.9600	155	0.9687	0.2790
8	170	0.9884	155	0.9687	1.3914
9	173	0.9830	133	0.9638	1.2413
TOTAL	1209(1243)		1119(1141)		
Percent	97.26		98.07		

In the comparison study, 97% of the Black students in 1982 and 98% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	355	0.9916	279	0.9894	0.0542
4	355	0.9889	283	0.9965	0.6202
5	351	0.9832	279	0.9964	1.8513
6	332	0.9940	316	0.9875	0.4667
7	339	0.9855	320	0.9938	0.7761
8	345	0.9885	318	0.9785	1.1510
9	333	0.9487	303	0.9712	5.5997
TOTAL	2410(2452)		2098(2125)		
Percent	98.29		98.73		

Ninety-eight percent of the White students in 1982 and 99% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference existed between the responses of White students at any grade level across the years.

52. My parent(s) care about my schoolwork.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	274	0.9682	154	0.9222	4.95694
3	274	0.9716	164	0.9820	0.25297
4	280	0.9825	163	0.9760	0.09615
5	280	1.0000	173	1.0000	0.00000
6	310	0.9687	171	0.9828	0.48534
7	316	0.9814	151	0.9437	3.26796
8	315	0.9663	153	0.9562	0.23178
9	297	0,9489	129	0.9416	0.10679
10	320	0.9610	142	0.9595	0.00490
TOTAL	2666(2744)		1400(1453)		
Percent	97.16		96.35		

In the 1983 study, 97% of the White students and 96% of the Black students responded in the affirmative. No significant difference was found between the responses of White and Black students across the grade levels.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	174	0.9457	164	0.9820	4.0058
4	173	0.9665	163	0.9760	0.2734
5	177	0.9779	173	1.0000	1.4932
6	173	0.9774	171	0.9828	0.0871
7	168	0.9600	151	0.9438	0.7629
8	170	0.9942	153	0.9563	4.1045
9	171	0.9716	129	0.9416	2.3941
TOTAL	1206(1243)		1104(1138)		
Percent	97.02		97.01		

In the comparison study 97% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	350	0.9831	274	0.9716	0.7729
4	352	0.9832	280	0.9825	0.0036
5	352	0.9832	280	1.0000	1.6349
6	326	0.9760	310	0.9687	0.3224
7	334	0.9709	316	0.9814	0.6710
8	338	0.9685	315	0.9663	0.0309
9	323	0.9308	297	0.9489	1.9853
TOTAL	2375(2446)		2072(2128)		
Percent	97.10		97.37		

Ninety-seven percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of Black students at any grade level across the years.

53. My school is too far away for my parent(s) to visit.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	21	0.0745	104	0.6303	164.04410 **
3	14	0.0498	99	0.6000	160.61427 **
4	7	0.0246	100	0.6024	178.52190 **
5	5	0.0179	97	0.5607	162.18240 **
6	15	0.0469	108	0.6207	186.85331 **
7	18	0.0564	107	0.6687	198.38615 **
8	17	0.0520	104	0.6582	193.20856 **
9	25	0.0796	89	0.6496	150.45571 **
10	14	0.0422	85	0.5705	139.96859 **
TOTAL	136(2739)		893(1447)		
Percent	4.97		61.71		

In the 1983 study, 5% of the White students and 62% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 67% for Black seventh graders to a low of 2% for White fourth and fifth graders. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (7%), Black students (63%); third grade: White students (5%), Black students (60%); fourth grade: White students (2%), Black students (60%); fifth grade: White students (2%), Black students (56%); sixth grade: White students (5%), Black students (62%); seventh grade: White students (6%), Black students (67%); eighth grade: White students (5%), Black students (66%); ninth grade: White students (8%), Black students (56%); and tenth grade: White students (4%), Black students (57%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	123	0.6685	99	0.6000	1.7221
4	103	0.5787	100	0.6024	0.2047
5	94	0.5193	97	0.5607	0.6387
6	106	0.5922	108	0.6207	0.3028
7	110	0.6286	107	0.6687	0.5696
8	105	0.6140	104	0.6582	0.6771
9	114	0.6590	89	0.6496	0.0281
TOTAL	755(1241)		704(1133)		
Percent	60.84		62.14		

In the comparison study, 61% of the Black students in 1982 and 62% of the Black students in 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	13	0.0363	14	0.0498	0.6627
4	7	0.0195	7	0.0246	0.0939
5	15	0.0419	5	0.0179	2.0796
6	12	0.0358	15	0.0469	0.4613
7	19	0.0554	18	0.0564	0.0041
8	25	0.0714	17	0.0520	1.4738
9	16	0.0455	25	0.0796	4.4679
TOTAL	107(2455)		101(2125)		
Percent	4.36		4.75		

Four percent of the White students in 1982 and 5% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

54. My parent(s) care if I come to school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	261	0.9255	148	0.8916	1.96964
3	257	0.9113	163	0.9819	8.50500 *
4	276	0.9718	163	0.9760	0.03055
5	268	0.9571	166	0.9651	0.11154
6	311	0.9719	169	0.9657	0.06924
7	316	0.9814	151	0.9497	1.69299
8	317	0.9754	153	0.9562	0.62177
9	299	0.9492	132	0.9635	0.30301
10	327	0.9820	142	0.9530	1.34657
TOTAL	2632(2743)		1387(1451)		
Percent	95.95		95.59		

In the 1983 study, 96% of the White and Black students responded in the affirmative. A significant difference was found between the responses of White and Black students in the third grade ($p < .05$). Ninety-one percent of the White third graders compared to 98% of the Black third graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	171	0.9293	163	0.9819	7.0917
4	170	0.9497	163	0.9760	1.7602
5	176	0.9724	166	0.9651	0.1366
6	174	0.9721	169	0.9657	0.1050
7	167	0.9543	151	0.9497	0.0518
8	171	0.9942	153	0.9563	3.5064
9	172	0.9773	132	0.9635	0.4293
TOTAL	1201(1246)		1097(1136)		
Percent	96.39		96.57		

In the comparison study, 96% of the Black students in 1982 and 97% of the Black students in 1983 responded in the affirmative. No significant difference was observed between responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	335	0.9384	257	0.9113	3.1311
4	351	0.9777	276	0.9718	0.1494
5	345	0.9664	268	0.9571	0.3648
6	324	0.9672	311	0.9719	0.0988
7	333	0.9708	316	0.9814	0.5001
8	333	0.9569	317	0.9754	1.5627
9	339	0.9631	299	0.9492	0.8690
TOTAL	2360(2451)		2044(2128)		
Percent	96.29		96.05		

Ninety-six percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

55. My parent(s) make me do my homework.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	254	0.9007	143	0.8563	0.92490
3	252	0.8936	147	0.8802	0.08388
4	262	0.9225	144	0.8571	2.01668
5	262	0.9357	155	0.8960	0.76132
6	288	0.9000	156	0.8914	0.03662
7	266	0.8287	125	0.8013	0.33978
8	258	0.7938	112	0.7044	3.69226
9	225	0.7212	98	0.7206	0.00013
10	191	0.5788	115	0.7770	17.11422 **
TOTAL	2258(2736)		1195(1449)		
PERCENT	82.53		82.47		

In the 1983 study, 83% of the White students and 82% of the Black students indicated their parent(s) made them do their homework. A significant difference was observed between the responses of White and Black students in the tenth grade ($p < .01$). Fifty-eight percent of the White tenth graders compared to 78% of the Black tenth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	154	0.8370	147	0.8802	1.1435
4	150	0.8427	144	0.8571	0.1258
5	172	0.9503	155	0.8960	1.8199
6	155	0.8659	156	0.8914	0.4014
7	143	0.8266	125	0.8013	0.3663
8	133	0.7733	112	0.7044	2.7309
9	118	0.6821	98	0.7206	0.7872
TOTAL	1025(1240)		937(1134)		
Percent	82.66		82.63		

In the comparison study 83% of the Black students in 1982 and 1983 indicated their parent(s) made them do their homework. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	338	0.9441	252	0.8936	2.9621
4	331	0.9220	262	0.9225	0.0003
5	310	0.8708	262	0.9357	4.8617
6	286	0.8537	288	0.9000	2.5781
7	269	0.7912	266	0.8287	1.7071
8	268	0.7746	258	0.7938	0.4584
9	212	0.6057	225	0.7212	16.1752 **
TOTAL	2014(2444)		1813(2124)		
Percent	82.41		85.36		

Eighty-two percent of the White students in 1982 and 85% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was found between the responses of White ninth graders ($p < .01$) across the years. In the ninth grade, 61% of the White students in 1982 compared to 72% of the White students in 1983 responded in the affirmative.

56. The White students want the Black students here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	238	0.8410	102	0.6108	15.07846	**
3	235	0.8423	111	0.6727	8.07928	*
4	238	0.8410	94	0.5629	22.00666	**
5	210	0.7749	94	0.5595	13.15164	**
6	205	0.6613	89	0.5361	4.50841	
7	137	0.4567	62	0.4306	0.17340	
8	147	0.4900	57	0.3986	2.11223	
9	132	0.4444	41	0.3504	1.88054	
10	128	0.4063	38	0.2794	3.93371	
TOTAL	1670(2638)		688(1373)			
Percent	63.31		50.11			

In the 1983 study, 63% of the White students and 50% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across the grade levels varied from a high of 84% for White second, third and fourth graders to a low of 28% for Black tenth graders. The percent of affirmative responses was consistently higher for white students than Black students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .05$), fourth grade ($p < .01$) and fifth grade ($p < .01$). In the second grade, 84% of the White students compared to 61% of the Black students responded in the affirmative. Eighty-four percent of the White third graders compared to 67% of the Black third graders answered "yes" to this item. In the fourth grade.84% of the White students compared to 56% of the Black students responded in the affirmative. Seventy-seven percent of the White fifth graders compared to 56% of the Black fifth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	83	0.4586	111	0.6727	15.9126	**
4	85	0.4885	94	0.5629	1.8943	
5	84	0.4746	94	0.5595	2.4999	
6	85	0.5120	89	0.5361	0.1937	
7	62	0.4133	62	0.4306	0.0876	
8	49	0.3182	57	0.3986	1.9275	
9	35	0.2431	41	0.3504	2.9912	
TOTAL	483(1146)		548(1070)			
Percent	42.15		51.21			

In the comparison study, 42% of the Black students in 1982 and 51% of the Black students in 1983 responded in the affirmative. The percent of affirmative responses was consistently higher for Black students in 1983 than for Black students in 1982 at every grade level. A significant difference was observed between the responses of Black students in the third grade ($p < .01$) across the years. In 1982, 46% of the Black third graders compared to 67% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	240	0.6818	235	0.8423	16.4932	**
4	240	0.6723	238	0.8410	18.4918	**
5	216	0.6085	210	0.7749	17.5225	**
6	192	0.6019	205	0.6613	2.2834	
7	126	0.3925	137	0.4567	2.6255	
8	113	0.3542	147	0.4900	11.7269	**
9	128	0.3975	132	0.4444	1.4001	
TOTAL	1255(2345)		1304(2040)			
Percent	53.52		63.92			

Fifty-four percent of the White students in 1982 and 64% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than for White students in 1982 at every grade level. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$) and eighth grade ($p < .01$). The following indicates

the percent of affirmative responses by grade level and year: third grade: 1982 (68%), 1983 (84%); fourth grade: 1982 (67%), 1983 (84%); fifth grade: 1982 (61%), 1983 (77%); and eighth grade: 1982 (35%), 1983 (49%).

57. The Black students want the White students here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	243	0.8556	119	0.7126	5.86705
3	218	0.7842	129	0.7771	0.01418
4	223	0.7852	117	0.7006	2.05239
5	202	0.7537	119	0.7041	0.70377
6	187	0.6071	107	0.6369	0.25900
7	126	0.4257	90	0.6338	10.94012 **
8	142	0.4765	90	0.6040	4.28028
9	125	0.4281	62	0.5254	2.04006
10	135	0.4299	67	0.4926	0.96628
TOTAL	1501(2622)		900(1382)		
Percent	61.06		65.12		

In the 1983 study, 61% of the White students and 65% of the Black students responded in the affirmative. A significant difference existed between the responses of White and Black students in the seventh grade ($p < .01$). In the seventh grade, 43% of the White students compared to 63% of the Black students responded in the affirmative.

No corresponding item in the 1982 study.

58. The Black students want to be here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	257	0.9049	131	0.7844	4.07027
3	248	0.8826	133	0.7964	2.07657
4	233	0.8233	105	0.6325	10.14783 *
5	199	0.7370	108	0.6353	2.91492
6	183	0.5922	87	0.5210	1.44621
7	122	0.4053	72	0.4737	1.22536
8	131	0.4295	50	0.3378	2.15908
9	108	0.3649	42	0.3415	0.11971
10	111	0.3469	43	0.3028	0.48521
TOTAL	1592(2649)		771(1402)		
Percent	60.10		54.99		

In the 1983 study, 60% of the White students and 55% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 90% for White second graders to a low of 30% for Black tenth graders. A significant difference was observed between the responses of White and Black students in the fourth grade ($p < .05$). In the fourth grade, 82% of the White students compared to 63% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	101	0.5519	133	0.7964	20.8807 **
4	102	0.5698	105	0.6325	1.3544
5	86	0.4804	108	0.6353	8.3636 *
6	94	0.5371	87	0.5210	0.0895
7	60	0.3659	72	0.4737	3.6694
8	50	0.3067	50	0.3378	0.2999
9	46	0.2875	42	0.3415	0.8101
TOTAL	539(1203)		597(1093)		
Percent	44.80		54.62		

In the comparison study, 45% of the Black students in 1982 and 55% of the Black students in 1983 responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels and years from a high of 80% for Black third graders in 1983 to a low of 29% for Black ninth graders in 1982. Significant differences existed between the responses of Black students in the third grade ($p < .01$) and fifth grade ($p < .05$) across the years. In the third grade, 55% of the Black students in 1982 compared to 80% of the Black students in 1983 responded in the affirmative. Forty-eight percent of the Black fifth graders in 1982 compared to 64% of the Black fifth graders in 1983 responded "yes" to this item.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	236	0.6686	248	0.8826	28.7805 **
4	218	0.6193	233	0.8233	26.2229 **
5	166	0.4743	199	0.7370	42.2649 **
6	154	0.4904	183	0.5922	6.4809
7	121	0.3805	122	0.4053	0.3824
8	100	0.3077	131	0.4295	9.3778 *
9	112	0.3457	108	0.3649	0.2287
TOTAL	1107(2336)		1224(2045)		
Percent	47.39		59.85		

Forty-seven percent of the White students in 1982 and 60% of the White students in 1983 responded in the affirmative in the comparison study. The difference in the percent of affirmative responses across the grade levels and years varied from a high of 88% for White third graders in 1983 to a low of 31% for White eighth graders in 1982. The percent of affirmative responses was consistently higher for White students in 1983 than for White students in 1982 at every grade level. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$) and eighth grade ($p < .05$) across the years. The following indicates the per-

cent of affirmative responses by grade level and year: third grade: 1982 (67%), 1983 (88%); fourth grade: 1982 (62%), 1983 (82%); fifth grade: 1982 (47%), 1983 (74%) and eighth grade: 1982 (31%), 1983 (43%).

59. The White students want to be here.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	272	0.9577	152	0.9212	1.53841
3	276	0.9787	162	0.9759	0.00920
4	277	0.9754	162	0.9818	0.04819
5	267	0.9604	166	0.9708	0.12604
6	296	0.9367	162	0.9364	0.00010
7	293	0.9272	142	0.9103	0.32248
8	291	0.9180	142	0.9404	0.54853
9	274	0.8867	119	0.9084	0.45244
10	296	0.9024	138	0.9452	1.95075
TOTAL	2542(2714)		1345(1424)		
Percent	93.66		94.45		

In the 1983 study, 94% of the White and Black students responded in the affirmative. No significant difference was found between the responses of White and Black students at any grade level.

No corresponding item in the 1982 study.

60. I think the Black students will be here next year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	259	0.9152	125	0.7530	26.24905	**
3	273	0.9681	132	0.8000	28.03793	**
4	283	0.9930	138	0.8214	29.69639	**
5	262	0.9391	143	0.8412	9.72232	*
6	300	0.9404	147	0.8448	9.69065	*
7	297	0.9340	139	0.8910	1.78408	
8	310	0.9538	134	0.8590	8.74093	*
9	297	0.9429	118	0.8676	4.86733	
10	312	0.9369	124	0.8378	9.15668	*
TOTAL	2593(2739)		1200(1439)			
Percent	94.67		83.39			

In the 1983 study, 95% of the White students and 83% of the Black students reported they thought the Black students would be at their school next year. The percent of affirmative responses was consistently higher for the White students than the Black students at every grade level. Significant differences were found between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .05$), sixth grade ($p < .05$), eighth grade ($p < .05$) and tenth grade ($p < .05$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (92%), Black students (75%); third grade: White students (97%), Black students (80%); fourth grade: White students (99%), Black students (82%); fifth grade: White students (94%), Black students (84%); sixth grade: White students (94%), Black students (84%); eighth grade: White students (95%), Black students (86%) and tenth grade: White students (94%), Black students (84%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	124	0.6739	132	0.8000	8.9421	*
4	143	0.7989	138	0.8214	0.2848	
5	150	0.8333	143	0.8412	0.0348	
6	132	0.7630	147	0.8448	3.7552	
7	136	0.8193	139	0.8910	2.6769	
8	133	0.7778	134	0.8590	3.4776	
9	130	0.7647	118	0.8676	5.1769	
TOTAL	948(1223)		951(1125)			
Percent	77.51		84.53			

In the comparison study, 78% of the Black students in 1982 and 85% of the Black students in 1983 reported they thought the Black students would be at their school next year. The percent of affirmative responses was consistently higher for the Black students in 1983 than the Black students in 1982 at every grade level. A significant difference was observed between the responses of Black students in the third grade ($p < .05$) across the years. Sixty-seven percent of the Black third graders in 1982 compared to 80% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	325	0.9104	273	0.9681	7.7942	*
4	331	0.9298	283	0.9930	9.3898	*
5	325	0.9078	262	0.9391	2.2733	
6	309	0.9251	300	0.9404	0.5663	
7	316	0.9240	297	0.9340	0.2440	
8	292	0.8588	310	0.9538	22.2784	**
9	307	0.8822	297	0.9429	9.0377	*
TOTAL	2205(2435)		2022(2123)			
Percent	90.55		95.24			

Ninety-one percent of the White students in 1982 and 95% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for the White students in 1983 than the White students in 1982 at every grade level. Significant differences were observed between the responses of White students in the third grade ($p < .05$), fourth grade ($p < .05$),

eighth grade ($p < .01$) and ninth grade ($p < .05$). The following indicates the percent of affirmative responses by grade level and year: third grade: 1982 (91%), 1983 (97%); fourth grade: 1982 (93%), 1983 (99%); eighth grade: 1982 (86%), 1983 (95%) and ninth grade: 1982 (88%), 1983 (94%).

61. There is an adult here at school I can talk to if I have a problem.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	268	0.9470	145	0.8735	2.46241
3	254	0.9039	154	0.9277	0.25774
4	251	0.8807	148	0.8810	0.00003
5	252	0.9000	146	0.8488	1.22526
6	276	0.8652	134	0.7701	4.37767
7	251	0.7868	116	0.7250	1.72691
8	252	0.7778	108	0.6879	3.60056
9	225	0.7143	96	0.6957	0.13816
10	229	0.6918	106	0.7114	0.16382
TOTAL	2258(2737)		1153(1450)		
Percent	82.50		79.52		

In the 1983 study, 83% of the White students and 80% of the Black students responded in the affirmative. No significant difference was found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	162	0.8901	154	0.9277	0.7819
4	160	0.9040	148	0.8810	0.2905
5	154	0.8508	146	0.8488	0.0022
6	142	0.8161	134	0.7701	1.1715
7	134	0.7746	116	0.7250	1.3009
8	136	0.7907	108	0.6879	5.5253
9	117	0.6686	96	0.6957	0.3604
TOTAL	1005(1234)		902(1135)		
Percent	81.44		79.47		

In the comparison study, 81% of the Black students in 1982 and 79% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	323	0.9048	254	0.9039	0.0007
4	310	0.8659	251	0.8807	0.2235
5	278	0.7765	252	0.9000	15.4406 **
6	267	0.7970	276	0.8652	4.8984
7	260	0.7602	251	0.7868	0.7529
8	253	0.7229	252	0.7778	3.2718
9	244	0.6952	225	0.7143	0.3916
TOTAL	1935(2451)		1761(2123)		
Percent	78.95		82.95		

Seventy-nine percent of the White students in 1982 and 83% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference existed between the responses of White students in the fifth grade ($p < .01$) across the years. In the fifth grade, 78% of the White students in 1982 compared to 90% of the White students in 1983 responded "yes" to this item.

62. School is more fun this year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	241	0.8516	111	0.6647	10.53402	*
3	193	0.6844	98	0.5904	2.65135	
4	192	0.6737	85	0.5060	8.53488	*
5	177	0.6344	79	0.4566	9.77518	*
6	218	0.6855	98	0.5600	5.04343	
7	232	0.7296	70	0.4459	23.54291	**
8	209	0.6471	78	0.4937	6.93645	
9	222	0.7093	68	0.4928	12.26768	**
10	206	0.6186	55	0.3691	17.54920	**
TOTAL	1890(2734)		742(1451)			
Percent	69.13		51.14			

In the 1983 study, 69% of the White students and 51% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .05$), fourth grade ($p < .05$), fifth grade ($p < .05$), seventh grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (85%), Black students (66%); fourth grade: White students (67%), Black students (51%); fifth grade: White students (63%), Black students (46%); seventh grade: White students (73%), Black students (45%); ninth grade: White students (71%), Black students (49%), and tenth grade: White students (62%), Black students (37%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	102	0.5543	98	0.5904	0.4552	
4	84	0.4693	85	0.5060	0.4689	
5	96	0.5333	79	0.4566	2.0863	
6	76	0.4294	98	0.5600	6.0382	
7	70	0.4046	70	0.4459	0.5628	
8	51	0.3000	78	0.4937	12.3529	**
9	43	0.2500	68	0.4928	18.1461	**
TOTAL	522(1235)		576(1135)			
Percent	42.27		50.75			

In the comparison study, 42% of the Black students in 1982 and 51% of the Black students in 1983 responded in the affirmative. Significant differences were found between the responses of Black students in the eighth grade ($p < .01$) and ninth grade ($p < .01$) across the years. In the eighth grade, 30% of the Black students in 1982 compared to 49% of the Black students in 1983 responded in the affirmative. Twenty-five percent of the Black ninth graders in 1982 compared to 49% of the Black ninth graders in 1983 answered "yes" to this item.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	212	0.5922	193	0.6844	5.7476	
4	176	0.4930	192	0.6737	22.1681	**
5	203	0.5670	177	0.6344	3.0491	
6	206	0.6242	218	0.6855	2.6066	
7	214	0.6221	232	0.7296	8.1766	*
8	186	0.5360	209	0.6471	8.8365	*
9	230	0.6534	222	0.7093	2.2146	
TOTAL	1427(2446)		1443(2118)			
Percent	58.34		68.13			

Fifty-eight percent of the White students in 1982 and 68% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. Significant differences were observed between the responses of White students in the fourth grade ($p < .01$), seventh grade ($p < .05$) and eighth grade ($p < .05$) across the years. In 1982, 49% of the White fourth graders compared to 67% of

the White fourth graders in 1983 responded in the affirmative. In the seventh grade, 62% of the White students in 1982 compared to 73% of the White students in 1983 responded "yes" to this item. Fifty-four percent of the White eighth graders in 1982 compared to 65% of the White eighth graders in 1983 responded in the affirmative.

63. School was more fun last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	122	0.4326	110	0.6707	16.23101 **
3	106	0.3759	113	0.6848	27.46332 **
4	107	0.3754	104	0.6190	17.35979 **
5	94	0.3369	102	0.5896	19.04479 **
6	110	0.3459	85	0.4885	6.24523
7	78	0.2461	66	0.4204	8.56704 *
8	98	0.3034	62	0.4052	2.86889
9	78	0.2484	68	0.4964	15.42445 **
10	109	0.3283	85	0.5705	15.93433 **
TOTAL	902(2732)		795(1440)		
Percent	33.02		55.21		

In the 1983 study, 33% of the White students and 55% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$), seventh grade ($p < .05$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (43%), Black students (67%); third grade: White students (38%), Black students (68%); fourth grade: White students (38%), Black students (62%); fifth grade: White students (34%), Black students (59%); seventh grade: White students (25%), Black students (42%); ninth grade: White students (25%), Black students (50%) and tenth grade: White students (33%), Black students (57%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	118	0.6413	113	0.6848	0.6894
4	111	0.6236	104	0.6190	0.0075
5	113	0.6278	102	0.5896	0.5375
6	115	0.6461	85	0.4885	9.1297 *
7	117	0.6724	66	0.4204	21.9109 **
8	118	0.6860	62	0.4052	26.6879 **
9	138	0.7841	68	0.4964	26.6575 **
TOTAL	830(1242)		600(1127)		
Percent	66.83		53.24		

In the comparison study, 67% of the Black students in 1982 and 53% of the Black students in 1983 responded in the affirmative. Significant differences were observed between the responses of Black students in the sixth grade ($p < .05$), seventh grade ($p < .01$), eighth grade ($p < .01$) and ninth grade ($p < .01$). The following indicates the percent of affirmative responses by grade level and year: sixth grade: 1982 (65%), 1983 (49%); seventh grade: 1982 (67%), 1983 (42%); eighth grade: 1982 (69%), 1983 (41%) and ninth grade: 1982 (78%), 1983 (50%).

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	169	0.4747	106	0.3759	6.6396
4	167	0.4691	107	0.3754	5.9984
5	154	0.4302	94	0.3369	5.8899
6	128	0.3879	110	0.3459	1.2321
7	125	0.3634	78	0.2461	9.8082 *
8	140	0.4011	98	0.3034	6.9226
9	106	0.3029	78	0.2484	2.1197
TOTAL	989(2443)		671(2118)		
Percent	40.48		31.68		

Forty percent of the White students in 1982 and 32% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses for White students in 1982 was consistently higher than the percent of affirmative responses for White students in 1983. A significant difference was observed between the responses of White students in the seventh grade ($p < .05$) across the years. Thirty-six percent of the White seventh graders in 1982 compared to 25% of the White seventh graders in 1983 responded in the affirmative.

64. My school day is too long.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	122	0.4296	94	0.5629	4.81303
3	94	0.3345	69	0.4157	1.77131
4	108	0.3789	72	0.4286	0.67074
5	115	0.4137	63	0.3663	0.62044
6	148	0.4639	82	0.4740	0.02870
7	206	0.6458	110	0.6918	0.56329
8	198	0.6092	116	0.7342	4.13658
9	174	0.5541	95	0.6985	4.84033
10	205	0.6156	89	0.5973	0.08477
TOTAL	1370(2738)		790(1448)		
Percent	50.04		54.56		

In the 1983 study, 50% of the White students and 55% of the Black students responded in the affirmative. There was no significant difference observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	74	0.4044	69	0.4157	0.0444
4	69	0.3855	72	0.4286	0.6445
5	48	0.2712	63	0.3663	3.1584
6	76	0.4246	[illegible]	0.4740	0.8599
7	109	0.6301	110	0.6918	1.2656
8	117	0.6842	116	0.7342	0.8209
9	122	0.6971	95	0.6985	0.0006
TOTAL	615(1237)		607(1132)		
Percent	49.72		53.62		

In the comparison study, 50% of the Black students in 1982 and 54% of the Black students in 1983 responded in the affirmative. The percent of affirmative responses was consistently higher for the Black students in 1983 than the Black students in 1982 at every grade level. There was no significant difference observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	175	0.4902	94	0.3345	15.2878 **
4	177	0.4944	108	0.3789	8.4873 *
5	168	0.4693	115	0.4137	1.9410
6	158	0.4731	148	0.4639	0.0543
7	227	0.6676	206	0.6458	0.3161
8	235	0.6792	198	0.6092	3.2906
9	223	0.6371	174	0.5541	4.5747
TOTAL	1363(2443)		1043(2121)		
Percent	55.79		49.17		

Fifty-six percent of the White students in 1982 and 49% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for the White students in 1982 than the White students in 1983 at every grade level. Significant differences were observed between the responses of White students in the third grade ($p < .01$) and fourth grade ($p < .05$) across the years. Forty-nine percent of the White third graders in 1982 compared to

33% of the White third graders in 1983 responded in the affirmative. In the fourth grade, 49% of the White fourth graders in 1982 compared to 38% of the White fourth graders in 1983 responded "yes" to this item.

65. I have to get up too early to go to school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	172	0.6056	131	0.7988	11.01405 **
3	180	0.6383	138	0.8313	11.09453 **
4	184	0.6456	140	0.8333	10.61635 *
5	172	0.6143	153	0.8895	23.18340 **
6	175	0.5469	137	0.7829	17.71884 **
7	199	0.6219	98	0.6164	0.00896
8	187	0.5736	92	0.5860	0.04461
9	206	0.6581	100	0.7299	1.33079
10	254	0.7651	128	0.8591	2.47286
TOTAL	1729(2742)		1117(1447)		
Percent	63.06		77.19		

In the 1983 study, 63% of the White students and 77% of the Black students perceived they had to get up too early to go to school. Significant differences existed between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .01$), fourth grade ($p < .05$), fifth grade ($p < .01$) and sixth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (61%), Black students (80%); third grade: White students (64%), Black students (83%); fourth grade: White students (65%), Black students (83%); fifth grade: White students (61%), Black students (89%); sixth grade: White students (55%), Black students (78%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	165	0.8967	138	0.8313	1.9127
4	143	0.7989	140	0.8333	0.5268
5	138	0.7624	153	0.8895	7.2981 *
6	117	0.6536	137	0.7829	7.5691 *
7	106	0.6057	98	0.6164	0.0483
8	100	0.5814	92	0.5860	0.0089
9	120	0.6818	100	0.7299	0.9133
TOTAL	889(1246)		858(1134)		
Percent	71.35		75.66		

In the comparison study, 71% of the Black students in 1982 and 76% of the Black students in 1983 perceived they had to get up too early to go to school. Significant differences were observed between the responses of Black students in the fifth grade ($p < .05$) and sixth grade ($p < .05$) across the years. In 1982, 76% of the Black fifth graders compared to 89% of the Black fifth graders in 1983 responded "yes" to this item. In the sixth grade, 65% of the Black students in 1982 compared to 78% of the Black students in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	224	0.6257	180	0.6383	0.1042
4	230	0.6407	184	0.6456	0.0162
5	215	0.6006	172	0.6143	0.1232
6	180	0.5405	175	0.5469	0.0272
7	193	0.5627	199	0.6219	2.4138
8	172	0.4928	187	0.5736	4.5772
9	222	0.6325	206	0.6581	0.4536
TOTAL	1436(2451)		1303(2126)		
Percent	58.59		61.29		

Fifty-nine percent of the White students in 1982 and 61% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. There was no significant difference found between the responses of White students at any grade level across the years.

66. I get home very late from school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	63	0.2218	59	0.3533	5.88735
3	38	0.1348	36	0.2182	2.34497
4	38	0.1343	35	0.2096	1.93053
5	33	0.1179	34	0.1965	2.16356
6	68	0.2132	50	0.2857	1.90299
7	126	0.3925	64	0.4156	0.17309
8	134	0.4136	88	0.5714	8.12165 *
9	106	0.3397	69	0.5036	7.88561 *
10	99	0.2991	69	0.4631	8.55354 *
TOTAL	705(2736)		504(1441)		
Percent	25.77		34.98		

In the 1983 study, 26% of the White students and 35% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than the White students at every grade level. Significant differences existed between the responses of White and Black students in the eighth grade ($p < .05$), ninth grade ($p < .05$) and tenth grade ($p < .05$). In the eighth grade, 41% of the White students compared to 57% of the Black students responded in the affirmative. Thirty-four percent of the White ninth graders compared to 50% of the Black ninth graders answered "yes" to this item. In the tenth grade 30% of the White students compared to 46% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	36	0.1967	36	0.2182	0.1790
4	28	0.1582	35	0.2096	1.0164
5	26	0.1444	34	0.1965	1.0721
6	50	0.2809	50	0.2857	0.0092
7	89	0.5145	64	0.4156	3.5672
8	92	0.5412	88	0.5714	0.3312
9	97	0.5575	69	0.5036	0.9946
TOTAL	418(1235)		376(1125)		
Percent	33.85		33.42		

In the comparison study, 34% of the Black students in 1982 and 33% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	56	0.1564	38	0.1348	0.3772
4	47	0.1317	38	0.1343	0.0055
5	61	0.1709	33	0.1179	2.2452
6	77	0.2299	68	0.2132	0.2316
7	155	0.4532	126	0.3925	3.1055
8	164	0.4740	134	0.4136	3.1087
9	123	0.3514	106	0.3397	0.1147
TOTAL	683(2445)		543(2121)		
Percent	27.93		25.60		

Twenty-eight percent of the White students in 1982 and 26% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

67. I have enough time to do all my homework.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	234	0.8327	128	0.7665	1.48576
3	243	0.8679	140	0.8383	0.29486
4	242	0.8521	137	0.8155	0.45717
5	235	0.8514	135	0.7895	1.31974
6	247	0.7767	124	0.7126	1.46979
7	191	0.5987	99	0.6346	0.42079
8	190	0.5937	80	0.5031	2.72939
9	197	0.6334	84	0.6222	0.03628
10	204	0.6163	87	0.5839	0.33266
TOTAL	1983(2720)		1014(1446)		
Percent	72.90		70.12		

In the 1983 study, 73% of the White students and 70% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	155	0.8470	140	0.8383	0.0325
4	141	0.8011	137	0.8155	0.0876
5	147	0.8167	135	0.7895	0.3212
6	143	0.7989	124	0.7126	3.2509
7	105	0.6105	99	0.6346	0.2364
8	98	0.5698	80	0.5031	1.8168
9	112	0.6550	84	0.6222	0.4008
TOTAL	901(1233)		799(1130)		
Percent	73.07		70.71		

In the comparison study, 73% of the Black students in 1982 and 71% of the Black students in 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	298	0.8324	243	0.8679	0.9473
4	280	0.7843	242	0.8521	3.4874
5	272	0.7640	235	0.8514	5.6969
6	226	0.6828	247	0.7767	6.8665
7	202	0.5906	191	0.5987	0.0520
8	179	0.5173	190	0.5937	4.6556
9	198	0.5673	197	0.6334	3.4470
TOTAL	1655(2439)		1545(2108)		
Percent	67.86		73.29		

Sixty-eight percent of the White students in 1982 and 73% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. There was no significant difference between the responses of White students at any grade level across the years.

68. I have enough time after school to be with my friends.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	242	0.8551	129	0.7725	1.99571
3	232	0.8256	132	0.7952	0.26895
4	228	0.8000	122	0.7262	1.60074
5	198	0.7097	124	0.7209	0.03776
6	203	0.6384	110	0.6358	0.00196
7	133	0.4182	85	0.5380	4.08343
8	143	0.4441	78	0.4906	0.61950
9	176	0.5641	63	0.4632	2.54581
10	180	0.5422	75	0.5068	0.34033
TOTAL	1735(2730)		918(1447)		
Percent	63.55		63.44		

In the 1983 study, 64% of the White students and 63% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	151	0.8207	132	0.7952	0.2534
4	141	0.7877	122	0.7262	1.4680
5	145	0.8056	124	0.7209	2.8192
6	131	0.7360	110	0.6358	3.9359
7	100	0.5747	85	0.5380	0.5002
8	99	0.5789	78	0.4906	2.8805
9	93	0.5284	63	0.4632	1.4585
TOTAL	860(1242)		714(1132)		
Percent	69.24		63.07		

In the comparison study, 69% of the Black students in 1982 and 63% of the Black students in 1983 responded in the affirmative. The percent of affirmative responses was consistently higher for Black students in 1982 than Black students in 1983 at every grade level. There was no significant difference found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	294	0.8235	232	0.8256	0.0029
4	279	0.7837	228	0.8000	0.1798
5	260	0.7263	198	0.7097	0.1844
6	218	0.6547	203	0.6384	0.1847
7	165	0.4839	133	0.4182	3.0332
8	160	0.4585	143	0.4441	0.1477
9	171	0.4928	176	0.5641	3.5747
TOTAL	1547(2441)		1313(2115)		
Percent	63.38		62.08		

Sixty-three percent of the White students in 1982 and 62% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference observed between the responses of White students at any grade level across the years.

69. I feel proud about the school I'm going to this year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	274	0.9682	126	0.7545	22.25266 **
3	264	0.9362	131	0.7844	11.21109 **
4	268	0.9404	114	0.6786	33.59675 **
5	241	0.8700	120	0.6977	14.76230 **
6	282	0.8840	103	0.5988	41.49064 **
7	273	0.8585	97	0.6299	24.31167 **
8	256	0.8000	78	0.5166	36.79347 **
9	245	0.7853	58	0.4531	43.72480 **
10	277	0.8369	85	0.6071	22.77856 **
TOTAL	2380(2727)		912(1419)		
Percent	87.28		64.27		

In the 1983 study, 87% of the White students and 64% of the Black students responded in the affirmative. The difference in the percent of affirmative responses across grade levels varied from a high of 97% for White second graders to a low of 45% for Black ninth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students at every grade level ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (97%), Black students (75%); third grade: White students (94%), Black students (78%); fourth grade: White students (94%), Black students (68%); fifth grade: White students (87%), Black students (70%); sixth grade: White students (88%), Black students (60%); seventh grade: White students (86%), Black students (63%); eighth grade: White students (80%), Black students (52%); ninth grade: White students (79%), Black students (45%) and tenth grade: White students (84%), Black students (61%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	113	0.6141	131	0.7844	10.7135 **
4	111	0.6307	114	0.6786	0.8318
5	126	0.7039	120	0.6977	0.0144
6	107	0.6149	103	0.5988	0.0947
7	96	0.5680	97	0.6299	1.2995
8	86	0.5089	78	0.5166	0.0199
9	92	0.5444	58	0.4531	2.5593
TOTAL	731(1220)		701(1112)		
Percent	59.92		63.04		

In the comparison study, 60% of the Black students in 1982 and 63% of the Black students in 1983 responded in the affirmative. A significant difference was found between the responses of Black third graders ($p < .01$) across the years. Sixty-one percent of the Black third graders in 1982 compared to 78% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	317	0.8855	264	0.9362	2.9888
4	303	0.8511	268	0.9404	9.2906 *
5	268	0.7571	241	0.8700	14.6225 **
6	275	0.8308	282	0.8840	3.3891
7	282	0.8246	273	0.8585	1.3985
8	261	0.7543	256	0.8000	2.5558
9	277	0.7960	245	0.7853	0.1394
TOTAL	1983(2435)		1829(2113)		
Percent	81.44		86.56		

Eighty-one percent of the White students in 1982 and 87% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were observed between the responses of White students in the fourth grade ($p < .05$) and fifth grade ($p < .01$) across the years. In the fourth grade, 85% of the students in 1982 compared to 94% of the White students in 1983 responded in the affirmative. Seventy-six percent of the White fifth graders in 1982 compared to 87% of the White fifth graders in 1983 answered "yes" to this item.

70. I feel good about myself.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	266	0.9399	153	0.9217	0.27642
3	257	0.9146	155	0.9281	0.15311
4	269	0.9472	152	0.9048	1.51033
5	256	0.9242	164	0.9480	0.48397
6	297	0.9310	160	0.9195	0.11657
7	286	0.9079	145	0.9062	0.00234
8	278	0.8687	140	0.8805	0.11317
9	273	0.8750	122	0.9037	0.58555
10	294	0.8936	135	0.9122	0.26642
TOTAL	2476(2720)		1326(1450)		
Percent	91.03		91.45		

In the 1983 study, 91% of the White students and Black students reported they felt good about themselves. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	165	0.8967	155	0.9281	1.0860
4	163	0.9157	152	0.9048	0.1308
5	169	0.9389	164	0.9480	0.0916
6	159	0.8983	160	0.9195	0.4977
7	156	0.8914	145	0.9062	0.2310
8	155	0.9064	140	0.8805	0.6968
9	165	0.9375	122	0.9037	1.0976
TOTAL	1132(1241)		1038(1136)		
Percent	91.22		91.37		

In the comparison study, 91% of the Black students in 1982 and 1983 reported they felt good about themselves. No significant difference existed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	321	0.8992	257	0.9146	0.3995
4	313	0.8743	269	0.9472	8.9769 *
5	318	0.8908	256	0.9242	1.8603
6	295	0.8859	297	0.9310	3.5441
7	301	0.8879	286	0.9079	0.6991
8	302	0.8678	278	0.8687	0.0016
9	306	0.8793	273	0.8750	0.0326
TOTAL	2156(2440)		1916(2108)		
Percent	88.36		90.89		

Eighty-eight percent of the White students in 1982 and 91% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference existed between the responses of White fourth graders ($p < .05$) across the years. Eighty-seven percent of the White fourth graders in 1982 compared to 95% of the White fourth graders in 1983 responded in the affirmative.

71. I feel I can do anything the other students can do.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	224	0.7887	129	0.7771	0.05596
3	209	0.7411	118	0.7108	0.37953
4	204	0.7158	137	0.8155	4.15883
5	219	0.7821	120	0.6977	3.03287
6	265	0.8312	146	0.8343	0.00407
7	258	0.8088	129	0.8113	0.00264
8	259	0.7994	140	0.8917	3.45099
9	255	0.8147	127	0.9270	4.52568
10	273	0.8248	134	0.9054	2.51197
TOTAL	2167(2738)		1180(1448)		
Percent	79.15		81.49		

In the 1983 study, 79% of the White students and 81% of the Black students responded in the affirmative. No significant difference was found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	124	0.6739	118	0.7108	0.7611
4	129	0.7207	137	0.8155	4.9811
5	140	0.7735	120	0.6977	3.2409
6	145	0.8101	146	0.8343	0.3322
7	155	0.8857	129	0.8113	2.9484
8	153	0.8895	140	0.8917	0.0025
9	152	0.8837	127	0.9270	0.9137
TOTAL	998(1242)		917(1134)		
Percent	80.35		80.86		

In the comparison study, 80% of the Black students in 1982 and 81% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	249	0.6975	209	0.7411	1.6843
4	260	0.7263	204	0.7158	0.0975
5	265	0.7402	219	0.7821	1.5487
6	263	0.7970	266	0.8313	1.0709
7	252	0.7456	258	0.8088	3.6787
8	279	0.8017	259	0.7994	0.0052
9	264	0.7564	255	0.8147	3.1405
TOTAL	1832(2438)		1670(2123)		
Percent	75.14		78.66		

Seventy-five percent of the White students in 1982 and 79% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

/2. I think that I am important.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	247	0.8697	136	0.8193	1.36394
3	229	0.8121	146	0.8743	2.08098
4	237	0.8316	144	0.8571	0.35399
5	233	0.8351	148	0.8555	0.22910
6	274	0.8562	149	0.8514	0.01330
7	274	0.8589	147	0.9304	2.68156
8	273	0.8478	148	0.9250	3.16673
9	256	0.8179	124	0.9051	3.53256
10	290	0.8815	140	0.9396	1.69841
TOTAL	2313(2733)		1282(1453)		
Percent	84.63		88.23		

In the 1983 study, 85% of the White students and 88% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	160	0.8696	146	0.8743	0.0198
4	153	0.8547	144	0.8571	0.0051
5	158	0.8827	148	0.8555	0.6702
6	160	0.8939	149	0.8514	1.6411
7	158	0.9133	147	0.9304	0.2484
8	158	0.9240	148	0.9250	0.0009
9	166	0.9486	124	0.9051	1.4956
TOTAL	1113(1240)		1006(1138)		
Percent	89.76		88.40		

In the comparison study, 90% of the Black students in 1982 and 88% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	273	0.7647	229	0.8121	2.4475
4	299	0.8352	237	0.8316	0.0144
5	291	0.8151	233	0.8351	0.4340
6	270	0.8157	274	0.8562	1.8528
7	278	0.8105	274	0.8589	2.6870
8	289	0.8329	273	0.8478	0.2594
9	288	0.8252	256	0.8179	0.0613
TOTAL	1988(2442)		1776(2120)		
Percent	81.41		83.77		

Eighty-one percent of the White students in 1982 and 84% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

73. My teacher makes me feel important.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	250	0.8803	124	0.7515	4.96177	
3	227	0.8050	126	0.7545	0.76882	
4	224	0.7887	116	0.6905	2.93156	
5	207	0.7500	108	0.6243	4.88706	
6	219	0.6887	93	0.5471	6.27761	
7	194	0.6101	88	0.5714	0.43030	
8	176	0.5587	66	0.4204	5.59904	
9	172	0.5548	49	0.3630	9.45783	*
10	172	0.5212	66	0.4521	1.32565	
TOTAL	1841(2717)		836(1435)			
Percent	67.76		58.26			

In the 1983 study, 68% of the White students and 58% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 88% for White second graders to a low of 36% for Black ninth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. A significant difference was found between the responses of White and Black ninth graders ($p < .05$). In the ninth grade, 55% of the White students compared to 36% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	112	0.6120	126	0.7545	7.1728
4	106	0.5922	116	0.6905	3.3889
5	104	0.5778	108	0.6243	0.7719
6	108	0.6316	93	0.5471	2.4647
7	75	0.4412	88	0.5714	5.5480
8	79	0.4620	66	0.4204	0.5734
9	69	0.4132	49	0.3630	0.7617
TOTAL	653(1221)		646(1124)		
Percent	53.48		57.47		

In the comparison study, 53% of the Black students in 1982 and 57% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	262	0.7318	227	0.8050	3.6631
4	269	0.7514	224	0.7887	0.9588
5	235	0.6620	207	0.7500	5.2259
6	210	0.6364	219	0.6887	1.9250
7	172	0.5089	194	0.6101	7.2862 *
8	171	0.4957	176	0.5587	2.8455
9	165	0.4783	172	0.5548	4.1587
TOTAL	1484(2429)		1419(2103)		
Percent	61.10		67.48		

Sixty-one percent of the White students in 1982 and 67% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. A significant difference was found between the responses of White seventh graders ($p < .05$) across the years. In the seventh grade, 51% of the White students in 1982 compared to 61% of the White students in 1983 responded in the affirmative.

74. My teacher makes me feel good about myself.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	255	0.8979	132	0.8049	2.73895
3	229	0.8121	133	0.8061	0.01142
4	240	0.8481	121	0.7246	4.89789
5	222	0.7929	119	0.6919	3.34732
6	233	0.7397	113	0.5608	2.07644
7	197	0.6234	94	0.5987	0.18973
8	188	0.5987	80	0.5128	2.28199
9	173	0.5581	54	0.4030	6.52759
10	186	0.5688	78	0.5342	0.35154
TOTAL	1923(2711)		924(1432)		
Percent	70.93		64.53		

In the 1983 study, 71% of the White students and 65% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 90% for White second graders to a low of 40% for Black ninth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	113	0.6243	133	0.8061	12.0170 **
4	117	0.6610	121	0.7246	1.4618
5	123	0.6796	119	0.6919	0.0563
6	120	0.6857	113	0.6608	0.2259
7	86	0.5059	94	0.5987	2.9652
8	82	0.4824	80	0.5128	0.3183
9	79	0.4817	54	0.4030	1.9261
TOTAL	720(1218)		714(1122)		
Percent	59.11		63.64		

In the comparison study, 59% of the Black students in 1982 and 64% of the Black students in 1983 responded in the affirmative. A significant difference existed between the responses of Black third graders ($p < .01$) across the years. In the third grade, 62% of the Black students in 1982 compared to 81% of the Black students in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	269	0.7556	229	0.8121	2.2705
4	271	0.7591	240	0.8481	5.6583
5	242	0.6798	222	0.7929	9.0788 *
6	213	0.6494	233	0.7397	5.9343
7	195	0.5786	197	0.6234	1.4816
8	184	0.5364	188	0.5987	2.8807
9	177	0.5160	173	0.5581	1.3030
TOTAL	1551(2420)		1482(2100)		
Percent	64.09		70.57		

Sixty-four percent of the White students in 1982 and 71% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. A significant difference was found between the responses of White fifth graders ($p < .05$) across the years. In the fifth grade, 68% of the White students in 1982 compared to 79% of the White students in 1983 responded in the affirmative.

75. The other students help me feel good about myself.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	225	0.7951	114	0.6826	4.24673
3	207	0.7367	114	0.6826	0.97928
4	229	0.8063	93	0.5569	20.92397 **
5	207	0.7473	100	0.5814	9.43161 *
6	236	0.7492	103	0.5954	8.34727 *
7	226	0.7175	97	0.6139	3.50789
8	222	0.6981	86	0.5409	8.14545 *
9	229	0.7435	72	0.5333	12.61490 **
10	243	0.7409	81	0.5510	11.16895 **
TOTAL	2024(2709)		860(1445)		
Percent	74.71		59.52		

In the 1983 study, 75% of the White students and 60% of the Black students indicated the other students helped them feel good about themselves. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students in the fourth grade ($p < .01$), fifth grade ($p < .05$), sixth grade ($p < .05$), eighth grade ($p < .05$) ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: fourth grade: White students (81%), Black students (56%); fifth grade: White students (75%), Black students (58%); sixth grade: White students (75%), Black students (60%); eighth grade: White students (70%), Black students (54%); ninth grade: White students (74%), Black students (53%) and tenth grade: White students (74%), Black students (55%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	103	0.5598	114	0.6826	5.3952
4	100	0.5618	93	0.5569	0.0085
5	102	0.5667	100	0.5814	0.0779
6	112	0.6257	103	0.5954	0.3303
7	85	0.5030	97	0.6139	4.1057
8	82	0.4910	86	0.5409	0.8269
9	99	0.5789	72	0.5333	0.6409
TOTAL	683(1228)		665(1131)		
Percent	55.62		58.80		

In the comparison study, 56% of the Black students in 1982 and 59% of the Black students in 1983 indicated the other students helped them feel good about themselves. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	248	0.6947	207	0.7367	1.3521
4	243	0.6845	229	0.8063	11.4283 **
5	253	0.7147	207	0.7473	0.8061
6	217	0.6517	236	0.7492	7.5179 *
7	220	0.6509	226	0.7175	3.5264
8	235	0.6871	222	0.6981	0.0969
9	247	0.7222	229	0.7435	0.3583
TOTAL	1663(2421)		1556(2098)		
Percent	68.69		74.17		

Sixty-nine percent of the White students in 1982 and 74% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. Significant differences existed between the responses of White students in the fourth grade ($p < .01$) and sixth grade ($p < .05$) across the years. Sixty-eight percent of the White fourth graders in 1982 compared to 81% of the White fourth graders in 1983 responded in the affirmative. In the sixth grade, 65% of the White students in 1982 compared to 75% of the White students in 1983 answered "yes" to this item.

76. The other students treat me like everybody else.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	204	0.7183	97	0.5843	6.06970	
3	199	0.7057	105	0.6287	2.00852	
4	203	0.7199	103	0.6131	3.88695	
5	202	0.7240	95	0.5556	9.79616	*
6	236	0.7445	113	0.6570	2.71959	
7	240	0.7524	96	0.6275	5.03234	
8	231	0.7241	101	0.6392	2.38856	
9	248	0.7923	79	0.5985	10.66380	**
10	275	0.8308	98	0.6667	8.45122	*
TOTAL	2038(2726)		887(1434)			
Percent	74.76		61.85			

In the 1983 study, 75% of the White students and 62% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students in the fifth grade ($p < .05$), ninth grade ($p < .01$) and tenth grade ($p < .05$). In the fifth grade, 72% of the White students compared to 56% of the Black students responded in the affirmative. Seventy-nine percent of the White ninth graders compared to 60% of the Black ninth graders answered "yes" to this item. In the tenth grade, 83% of the White students compared to 67% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	98	0.5385	105	0.6287	2.9572
4	91	0.5084	103	0.6131	3.9590
5	99	0.5531	95	0.5556	0.0022
6	112	0.6400	113	0.6570	0.1042
7	107	0.6257	96	0.6275	0.0010
8	107	0.6407	101	0.6392	0.0007
9	100	0.5882	79	0.5985	0.0325
TOTAL	714(1223)		692(1121)		
Percent	58.38		61.73		

In the comparison study, 58% of the Black students in 1982 and 62% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	225	0.6303	199	0.7057	4.3791
4	239	0.6676	203	0.7199	2.1051
5	215	0.6006	202	0.7240	11.6773 **
6	222	0.6687	236	0.7445	4.5532
7	234	0.6903	240	0.7524	3.0954
8	276	0.7886	231	0.7241	3.3855
9	276	0.7931	248	0.7923	0.0005
TOTAL	1687(2442)		1559(2111)		
Percent	69.08		73.85		

Sixty-nine percent of the White students in 1982 and 74% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was observed between the responses of White fifth graders ($p < .01$) across the years. In 1982, 60% of the White sixth graders compared to 72% of the White sixth graders in 1983 responded in the affirmative.

77. The other students make fun of me.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	84	0.2968	62	0.3735	2.09658
3	89	0.3156	60	0.3636	0.81825
4	73	0.2580	53	0.3155	1.19166
5	86	0.3082	52	0.3041	0.00627
6	83	0.2618	50	0.2907	0.31236
7	78	0.2516	45	0.2961	0.66552
8	70	0.2222	38	0.2484	0.23220
9	55	0.1763	32	0.2443	1.37484
10	44	0.1337	24	0.1667	0.35231
TOTAL	662(2710)		416(1422)		
Percent	20.74		29.25		

In the 1983 study, 21% of the White students and 29% of the Black students responded in the affirmative. No significant difference was found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	69	0.3791	60	0.3636	0.1035
4	62	0.3483	53	0.3155	0.4650
5	63	0.3500	52	0.3041	0.9219
6	46	0.2599	50	0.2907	0.4131
7	27	0.1607	45	0.2961	7.2919 *
8	26	0.1538	38	0.2484	3.5790
9	25	0.1471	32	0.2443	3.4884
TOTAL	318(1224)		330(1112)		
Percent	25.98		29.68		

In the comparison study, 26% of the Black students in 1982 and 30% of the Black students in 1983 responded in the affirmative. A significant difference was found between the responses of Black seventh graders ($p < .05$) across the years. In 1982, 16% of the Black seventh graders compared to 30% of the Black seventh graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

GRADE	N	P	N	P	X^2
3	113	0.3174	89	0.3156	0.0026
4	147	0.4141	73	0.2580	19.3743 **
5	128	0.3647	86	0.3082	2.4981
6	94	0.2857	83	0.2618	0.4648
7	100	0.2976	78	0.2516	1.7224
8	64	0.1871	70	0.2222	1.0189
9	49	0.1412	55	0.1763	1.0199
TOTAL	695(2416)		534(2098)		
Percent	28.77		25.45		

Twenty-nine percent of the White students in 1982 and 25% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was observed between the responses of White fourth graders ($p < .01$) across the years. In 1982, 41% of the White fourth graders compared to 26% of the White fourth graders in 1983 responded in the affirmative.

78. I feel different from the other students.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	161	0.5669	113	0.6766	3.42233	
3	136	0.4823	111	0.6727	10.19351	*
4	120	0.4211	98	0.5868	7.81394	*
5	111	0.3964	97	0.5607	7.86723	*
6	105	0.3281	85	0.4913	7.96194	*
7	100	0.3135	67	0.4241	3.38788	
8	105	0.3231	61	0.3861	1.10314	
9	87	0.2780	40	0.2941	0.06359	
10	85	0.2560	53	0.3581	2.75015	
TOTAL	1010(2740)		725(1445)			
Percent	36.86		50.17			

In the 1983 study, 37% of the White students and 50% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. Significant differences were observed between the responses of White and Black students in the third grade ($p < .05$), fourth grade ($p < .05$), fifth grade ($p < .05$) and sixth grade ($p < .05$). In the third grade, 48% of the White students compared to 67% of the Black students responded "yes" to this item. Forty-two percent of the White fourth graders compared to 59% of the Black fourth graders responded in the affirmative. In the fifth grade, 40% of the White students compared to 56% of the Black students responded in the affirmative. Thirty-three percent of the White sixth graders compared to 49% of the Black sixth graders answered "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	133	0.7228	111	0.6727	0.8734
4	107	0.6011	98	0.5868	0.0705
5	105	0.5833	97	0.5607	0.1809
6	85	0.4775	85	0.4913	0.0668
7	58	0.3353	67	0.4241	2.6042
8	68	0.4000	61	0.3861	0.0635
9	68	0.4000	40	0.2941	3.3882
TOTAL	624(1233)		559(1130)		
Percent	50.61		49.47		

In the comparison study, 51% of the Black students in 1982 and 49% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	183	0.5112	136	0.4823	0.5651
4	162	0.4551	120	0.4211	0.7849
5	152	0.4246	111	0.3964	0.5340
6	120	0.3593	105	0.3281	0.6803
7	122	0.3547	100	0.3135	1.2032
8	93	0.2680	105	0.3231	2.1822
9	96	0.2759	87	0.2780	0.0031
TOTAL	928(2445)		764(2124)		
Percent	37.96		35.97		

Thirty-eight percent of the White students in 1982 and 36% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

79. The other students are mean to me.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	59	0.2092	61	0.3697	13.23163 **
3	49	0.1750	43	0.2590	3.64133
4	61	0.2163	36	0.2182	0.00180
5	40	0.1444	36	0.2093	2.23003
6	51	0.1604	34	0.1954	0.67289
7	36	0.1158	25	0.1645	1.15936
8	39	0.1215	24	0.1579	0.65047
9	38	0.1226	19	0.1407	0.14565
10	16	0.0483	14	0.0972	1.12592
TOTAL	389(2712)		292(1425)		
Percent	14.34		20.49		

In the 1983 study, 14% of the White students and 20% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. A significant difference was observed between the responses of White and Black students in the second grade ($p < .01$). Twenty-one percent of the White second graders compared to 37% of the Black second graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	59	0.3207	43	0.2590	2.1420
4	50	0.2841	36	0.2182	2.3917
5	41	0.2330	36	0.2093	0.3146
6	32	0.1829	34	0.1954	0.0888
7	19	0.1098	25	0.1645	1.5621
8	10	0.0595	24	0.1579	4.9925
9	18	0.1098	19	0.1407	0.4596
TOTAL	229(1216)		217(1116)		
Percent	18.83		19.44		

In the comparison study, 19% of the Black students in 1982 and 1983 responded in the affirmative. There was no significant difference found between the responses of Black students at any grade level across the years.

1982 1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	82	0.2316	49	0.1750	3.6632
4	93	0.2612	61	0.2163	2.3195
5	73	0.2080	40	0.1444	4.5702
6	55	0.1672	51	0.1604	0.0545
7	53	0.1582	36	0.1158	2.1230
8	36	0.1043	39	0.1215	0.3571
9	33	0.0957	38	0.1226	0.8648
TOTAL	425(2415)		314(2099)		
Percent	17.60		14.96		

Eighteen percent of the White students in 1982 and 15% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference found between the responses of White students at any grade level across the years.

80. I was afraid of the White (Black) students at the beginning of this year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	66	0.2332	34	0.2179	0.08723	
3	64	0.2270	35	0.2187	0.02568	
4	72	0.2535	20	0.1220	6.75306	
5	62	0.2214	16	0.0925	6.75397	
6	86	0.2704	16	0.0920	13.31593	**
7	112	0.3511	22	0.1375	17.80037	**
8	75	0.2308	7	0.0443	13.46457	**
9	60	0.1905	16	0.1159	1.90954	
10	53	0.1596	20	0.1351	0.22076	
TOTAL	650(2738)		186(1431)			
Percent	23.74		13.00			

In the 1983 study, 24% of the White students and 13% of the Black students reported they were afraid of students of the opposite race at the beginning of the year. The percent of affirmative responses was consistently higher for the White students than the Black students at every grade level. Significant differences were observed between the responses of White and Black students in the sixth grade ($p < .01$), seventh grade ($p < .01$) and eighth grade ($p < .01$). In the sixth grade, 27% of the White students compared to 9% of the Black students answered "yes" to this item. Thirty-five percent of the White seventh graders compared to 14% of the Black seventh graders responded in the affirmative. In the eighth grade, 23% of the White students compared to 4% of the Black students responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	22	0.1209	35	0.2187	7.1464
4	25	0.1397	20	0.1220	0.2353
5	31	0.1722	16	0.0925	4.9144
6	31	0.1742	16	0.0920	5.2098
7	23	0.1314	22	0.1375	0.0270
8	17	0.0988	7	0.0443	2.1459
9	30	0.1724	16	0.1159	2.1506
TOTAL	179(1240)		132(1127)		
Percent	14.44		11.71		

In the comparison study, 14% of the Black students in 1982 and 12% of the Black students in 1983 reported they were afraid of students of the opposite race at the beginning of the year. No significant difference was observed between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	104	0.2905	64	0.2270	2.9774
4	101	0.2829	72	0.2535	0.6386
5	138	0.3887	62	0.2214	20.4758 **
6	135	0.4079	86	0.2704	14.3118 **
7	160	0.4678	112	0.3511	10.5115 **
8	137	0.3971	75	0.2308	21.6370 **
9	108	0.3112	60	0.1905	11.2530 **
TOTAL	883(2435)		531(2123)		
Percent	36.26		25.01		

Thirty-six percent of the White students in 1982 and 25% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1982 than White students in 1983 at every grade level. Significant differences were observed between the responses of White students in the fifth grade ($p < .01$), sixth grade ($p < .01$), seventh grade ($p < .01$), eighth grade ($p < .01$) and ninth grade ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: fifth grade: 1982 (39%); 1983 (22%); sixth grade: 1982 (41%), 1983 (27%); seventh grade: 1982 (47%), 1983 (35%); eighth grade: 1982 (40%), 1983 (23%) and ninth grade: 1982 (31%), 1983 (19%).

81. I am still afraid of the White (Black) students.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	8	0.0282	18	0.1091	5.64927	
3	15	0.0536	8	0.0482	0.02501	
4	22	0.0772	4	0.0241	2.44575	
5	8	0.0286	6	0.0347	0.03338	
6	39	0.1223	6	0.0343	7.15580	
7	50	0.1582	10	0.0625	7.85518	*
8	30	0.0932	7	0.0440	2.06574	
9	45	0.1442	12	0.0870	2.47768	
10	32	0.0964	9	0.0604	1.05359	
TOTAL	249(2730)		80(1451)			
Percent	9.12		5.51			

In the 1983 study, 9% of the White students and 6% of the Black students responded in the affirmative. A significant difference was found between the responses of White and Black seventh graders ($p < .05$). Sixteen percent of the White seventh graders compared to 6% of the Black seventh graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	8	0.0435	8	0.0482	0.0539	
4	6	0.0335	4	0.0241	0.2125	
5	6	0.0331	6	0.0347	0.0058	
6	4	0.0225	6	0.0343	0.3421	
7	5	0.0289	10	0.0625	2.6067	
8	3	0.0174	7	0.0440	1.6220	
9	4	0.0227	12	0.0870	8.8647	*
TOTAL	36(1243)		53(1137)			
Percent	2.90		4.66			

In the comparison study, 3% of the Black students in 1982 and 5% of the Black students in 1983 responded in the affirmative. A significant difference was found between the responses of Black ninth graders ($p < .05$) across the years. In the ninth grade, 2% of the Black students in 1982 compared to 9% of the Black students in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	25	0.0700	15	0.0536	0.4775	
4	22	0.0613	22	0.0772	0.4520	
5	32	0.0896	8	0.0286	6.5748	
6	35	0.1051	39	0.1223	0.5386	
7	63	0.1837	50	0.1582	1.1966	
8	41	0.1192	30	0.0932	1.2651	
9	23	0.0657	45	0.1442	11.4263	**
TOTAL	241(2443)		209(2114)			
Percent	9.86		9.89			

Ten percent of the White students in 1982 and 1983 responded in the affirmative in the comparison study. A significant difference was observed between the responses of White ninth graders ($p < .01$) across the years. Seven percent of the White ninth graders in 1982 compared to 14% of the White ninth graders in 1983 responded in the affirmative.

82. I have made some friends with the White (Black) students at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	254	0.8975	146	0.8902	0.04028
3	257	0.9113	152	0.9157	0.01427
4	268	0.9437	157	0.9345	0.06471
5	270	0.9677	164	0.9591	0.05899
6	290	0.9119	151	0.8728	1.23998
7	279	0.8774	147	0.9304	2.11312
8	289	0.9003	145	0.9119	0.10251
9	269	0.8594	127	0.9338	3.65685
10	279	0.8455	134	0.8993	2.08880
TOTAL	2455(2728)		1323(1444)		
Percent	89.99		91.62		

In the 1983 study, 90% of the White students and 92% of the Black students responded in the affirmative. There was no significant difference observed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	318	0.8908	257	0.9113	0.7715
4	332	0.9274	268	0.9437	0.4852
5	327	0.9134	270	0.9677	5.3465
6	308	0.9249	290	0.9119	0.3163
7	314	0.9155	279	0.8774	2.7656
8	298	0.8514	289	0.9003	4.6210
9	308	0.8800	269	0.8594	0.8079
TOTAL	2205(2449)		1922(2115)		
Percent	90.04		90.87		

Ninety percent of the White students in 1982 and 91% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was observed between the responses of White students at any grade level across the years.

83. I think I understand White (Black) people better than before.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	247	0.8728	116	0.6988	10.84930	**
3	241	0.8546	127	0.7651	2.87183	
4	250	0.8834	105	0.6325	22.55236	**
5	237	0.8525	132	0.7674	2.66004	
6	241	0.7579	121	0.6954	1.48423	
7	214	0.6687	105	0.6688	0.00000	
8	223	0.6925	112	0.7000	0.01976	
9	208	0.6645	95	0.7037	0.47060	
10	216	0.6506	92	0.6174	0.36995	
TOTAL	2077(2731)		1005(1445)			
Percent	76.05		69.55			

In the 1983 study, 76% of the White students and 70% of the Black students responded in the affirmative. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$) and fourth grade ($p < .01$). In the second grade, 87% of the White students compared to 70% of the Black students responded in the affirmative. Eighty-eight percent of the White fourth graders compared to 63% of the Black fourth graders responded "yes" to this item.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	111	0.6033	127	0.7651	10.6284 **
4	128	0.7191	105	0.6325	2.9948
5	133	0.7389	132	0.7674	0.3336
6	134	0.7528	121	0.6954	1.3490
7	104	0.6154	105	0.6688	1.0799
8	108	0.6429	112	0.7000	1.2449
9	102	0.6145	95	0.7037	2.7587
TOTAL	820(1223)		797(1130)		
Percent	67.05		70.53		

In the comparison study, 67% of the Black students in 1982 and 71% of the Black students in 1983 responded in the affirmative. A significant difference existed between the responses of Black third graders ($p < .01$) across the years. Sixty percent of the Black third graders in 1982 compared to 77% of the Black third graders in 1983 responded in the affirmative.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	313	0.8743	241	0.8546	0.3401
4	294	0.8235	250	0.8834	3.1456
5	297	0.8296	237	0.8525	0.4567
6	265	0.7934	241	0.7579	1.1449
7	247	0.7265	214	0.6687	3.0539
8	227	0.6561	223	0.6925	1.2340
9	227	0.6561	208	0.6645	0.0655
TOTAL	1870(2439)		1614(2116)		
Percent	77.76		76.47		

Seventy-seven percent of the White students in 1982 and 76% of the White students in 1983 responded in the affirmative in the comparison study. There was no significant difference observed between the responses of White students at any grade level across the years.

84. School has changed a lot from last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	224	0.7887	130	0.7927	0.00569
3	204	0.7260	129	0.7771	0.96070
4	225	0.7923	126	0.7545	0.52766
5	211	0.7590	131	0.7616	0.00262
6	263	0.8245	129	0.7371	2.99371
7	259	0.8043	119	0.7532	0.94677
8	214	0.6544	109	0.6987	0.70293
9	246	0.7935	89	0.6544	6.12797
10	236	0.7152	117	0.7852	1.69604
TOTAL	2082(2735)		1079(1443)		
Percent	76.12		74.77		

In the 1983 study, 76% of the White students and 75% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	298	0.8371	204	0.7260	13.4332 **
4	314	0.8771	225	0.7923	7.8998 *
5	307	0.8575	211	0.7590	10.5320 **
6	297	0.9000	263	0.8245	6.4157
7	318	0.9271	259	0.8043	17.3467 **
8	312	0.8991	214	0.6544	69.8590 **
9	297	0.8486	246	0.7935	3.4491
TOTAL	2143(2442)		1622(2121)		
Percent	87.76		76.47		

Eighty-eight percent of the White students in 1982 and 76% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1982 than White students in 1983 at every grade level. Significant differences were found between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .05$), fifth grade (p .01), seventh grade ($p < .01$) and eighth grade ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: third grade: 1982 (84%), 1983 (73%); fourth grade: 1982 (88%), 1983 (79%); fifth grade: 1982 (86%), 1983 (76%); seventh grade: 1982 (93%), 1983 (80%) and eighth grade: 1982 (90%), 1983 (65%).

85. The White (Black) students knew as much as I did at the beginning of the year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	166	0.5845	69	0.4207	7.18404
3	148	0.5286	82	0.4940	0.32287
4	151	0.5374	66	0.3976	5.27404
5	167	0.6051	95	0.5491	0.87026
6	169	0.5365	104	0.6012	1.19170
7	148	0.4759	98	0.6242	5.77605
8	161	0.5111	97	0.6178	2.99691
9	162	0.5277	80	0.6015	1.24136
10	149	0.4571	91	0.6233	6.87665
TOTAL	1421(2695)		782(1435)		
Percent	52.73		54.49		

In the 1983 study, 53% of the White students and 54% of the Black students reported students of the opposite race knew as much as they did at the beginning of the year. No significant difference was observed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

GRADE	82 N	82 P	83 N	83 P	X^2
3	150	0.4274	148	0.5286	6.3974
4	143	0.4040	151	0.5374	11.1777 **
5	132	0.3771	167	0.6051	32.1390 **
6	164	0.4985	169	0.5365	0.9329
7	131	0.3853	148	0.4759	5.3438
8	144	0.4198	161	0.5111	5.4855
9	161	0.5000	162	0.5277	0.4972
TOTAL	1935(2409)		1106(2085)		
Percent	42.96		53.05		

Forty-three percent of the White students in 1982 and 53% of the White students in 1983 reported Black students knew as much as they did at the beginning of the year. The percent of affirmative responses was consistently higher for White students in 1983 than White students in 1982 at every grade level. Significant differences existed between the responses of White students in the fourth grade ($p < .01$) and fifth grade ($p < .01$) across the years. In the fourth grade, 40% of the White students in 1982 compared to 54% of the White students in 1983 responded in the affirmative. Thirty-eight percent of the White fifth graders in 1982 compared to 61% of the White fifth graders in 1983 responded "yes" to this item.

86. I have to work harder than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	233	0.8204	150	0.9036	3.18703
3	222	0.7900	140	0.8485	1.56236
4	236	0.8369	150	0.8929	1.45507
5	236	0.8429	154	0.8902	1.06302
6	265	0.8360	147	0.8448	0.03838
7	267	0.8318	129	0.8062	0.29744
8	250	0.7669	125	0.7962	0.38690
9	261	0.8286	113	0.8370	0.02826
10	263	0.7922	126	0.8456	1.23571
TOTAL	2233(2738)		1234(1447)		
Percent	81.56		85.28		

In the 1983 study, 82% of the White students and 85% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	291	0.8151	222	0.7900	0.6098
4	284	0.7933	236	0.8369	1.8459
5	280	0.7821	236	0.8429	3.5703
6	262	0.7892	265	0.8360	2.1886
7	280	0.8163	267	0.8318	0.2438
8	237	0.6830	250	0.7669	7.2846 *
9	264	0.7564	261	0.8286	5.3058
TOTAL	1898(2444)		1737(2122)		
Percent	77.66		81.86		

Seventy-eight percent of the White students in 1982 and 82% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was observed between the responses of White eighth graders ($p < .05$) across the years. Sixty-eight percent of the White eighth graders in 1982 compared to 77% of the White eighth graders in 1983 responded in the affirmative.

87. I have to work less hard than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	55	0.1937	61	0.3653	15.62205 **
3	45	0.1596	51	0.3072	11.49377 **
4	38	0.1338	34	0.2024	2.50691
5	31	0.1107	33	0.1908	3.48682
6	30	0.0943	33	0.1886	4.99671
7	38	0.1184	31	0.1975	3.22065
8	57	0.1743	31	0.1987	0.30609
9	34	0.1079	26	0.1912	3.15180
10	42	0.1265	23	0.1544	0.38449
TOTAL	370(2743)		323(1447)		
Percent	13.49		22.32		

In the 1983 study, 13% of the White students and 22% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for Black students than White students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$) and third grade ($p < .01$). In the second grade, 19% of the White students compared to 37% of the Black students responded "yes" to this item. Sixteen percent of the White third graders compared to 31% of the Black third graders responded in the affirmative.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	53	0.1497	45	0.1596	0.1270
4	57	0.1597	38	0.1338	0.8812
5	50	0.1401	31	0.1107	1.1254
6	42	0.1269	30	0.0943	1.4313
7	45	0.1312	38	0.1184	0.2268
8	61	0.1753	57	0.1743	0.0013
9	56	0.1605	34	0.1079	3.8045
TOTAL	364(2439)		273(2127)		
Percent	14.92		12.83		

Fifteen percent of the White students in 1982 and 13% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

88. The school is more crowded than my school last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	151	0.5336	105	0.6364	3.02090
3	150	0.5319	102	0.6108	1.79432
4	163	0.5739	88	0.5238	0.72962
5	152	0.5448	82	0.4824	1.13910
6	223	0.7013	113	0.6494	0.81944
7	240	0.7477	129	0.8165	1.33459
8	192	0.5890	102	0.6415	0.78495
9	219	0.7019	90	0.6569	0.50381
10	215	0.6476	107	0.7279	1.72011
TOTAL	1705(2737)		918(1445)		
Percent	62.29		63.53		

In the 1983 study, 62% of the White students and 64% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

GRADE	N	P	N	P	X^2
3	253	0.7087	150	0.5319	25.2394 **
4	268	0.7486	163	0.5739	24.7688 **
5	267	0.7458	152	0.5448	32.4806 **
6	290	0.8683	223	0.7013	23.2938 **
7	326	0.9477	240	0.7477	34.0566 **
8	313	0.8994	192	0.5890	83.1809 **
9	301	0.8600	219	0.7019	21.1326 **
TOTAL	2018(2449)		1339(2122)		
Percent	82.40		63.10		

Eighty-two percent of the White students in 1982 and 63% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1982 than White students in 1983 at every grade level. Significant differences were observed between the responses of White students at every grade level ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: third grade: 1982 (71%), 1983 (53%); fourth grade: 1982 (75%), 1983 (57%); fifth grade: 1982 (75%), 1983 (54%); sixth grade: 1982 (87%), 1983 (70%); seventh grade: 1982 (95%), 1983 (75%); eighth grade: 1982 (90%), 1983 (59%) and ninth grade: 1982 (86%), 1983 (70%).

89. There are more rules than at my school last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	152	0.5352	113	0.6848	6.03033	
3	122	0.4357	110	0.6587	13.48414	**
4	132	0.4664	98	0.5633	3.73219	
5	148	0.5324	109	0.6337	2.84889	
6	181	0.5710	139	0.7989	14.90148	**
7	178	0.5528	116	0.7342	8.73894	*
8	148	0.4540	106	0.6667	12.10278	**
9	156	0.4968	84	0.6269	3.89280	
10	160	0.4819	97	0.6510	7.26211	
TOTAL	1377(2736)		972(1446)			
Percent	50.33		67.22			

In the 1983 study, 50% of the White students and 67% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for the Black students than the White students at every grade level. Significant differences were found between the responses of White and Black students in the third grade ($p < .01$), sixth grade ($p < .01$), seventh grade ($p < .05$) and eighth grade ($p < .01$). In the third grade, 44% of the White students compared to 66% of the Black students believed there were more rules than at their school last year. Fifty-seven percent of the White six graders compared to 80% of the Black sixth graders responded in the affirmative. In the seventh grade, 55% of the White students compared to 73% of the Black students responded "yes" to this item. Forty-five percent of the White eighth graders compared to 67% of the Black eighth graders responded in the affirmative.

No corresponding item for the Black students in the 1983 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	187	0.5238	122	0.4357	4.9051	
4	210	0.5882	132	0.4664	9.4332	*
5	204	0.5730	148	0.5324	1.0394	
6	206	0.6224	181	0.5710	1.7216	
7	232	0.6764	178	0.5528	10.2177	**
8	182	0.5322	148	0.4540	4.1084	
9	181	0.5171	156	0.4968	0.2755	
TOTAL	1402(2436)		1065(2120)			
Percent	57.55		50.24			

Fifty-eight percent of the White students in 1982 and 50% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for the White students in 1982 than the White students in 1983 at every grade level. Significant differences existed between the responses of White students in the fourth grade ($p < .05$) and seventh grade ($p < .01$) across the years. In 1982, 59% of the White fourth graders compared to 47% of the White fourth graders in 1983 responded in the affirmative. In the seventh grade, 68% of the White students in 1982 compared to 55% of the White students in 1983 responded "yes" to this item.

90. There are more fights than at my school last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	125	0.4401	88	0.5366	2.49250
3	133	0.4716	87	0.5357	1.02727
4	134	0.4752	88	0.5366	1.00915
5	153	0.5504	85	0.4913	0.97093
6	214	0.6751	99	0.5690	3.23109
7	223	0.6947	95	0.5937	2.73417
8	162	0.5000	73	0.4591	0.44668
9	167	0.5353	60	0.4380	2.21835
10	152	0.4606	68	0.4564	0.00454
TOTAL	1463(2730)		743(1443)		
Percent	53.59		51.49		

In the 1983 study, 54% of the White students and 51% of the Black students reported there were more fights than at their school last year. No significant difference was observed between the responses of White and Black students at any grade level.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	229	0.6415	133	0.4716	19.6590 **
4	217	0.6061	134	0.4752	11.7064 **
5	239	0.6676	153	0.5504	9.3057 *
6	222	0.6647	214	0.6751	0.0762
7	297	0.8710	223	0.6947	22.2263 **
8	272	0.7816	162	0.5000	57.5689 **
9	245	0.7020	167	0.5353	19.8174 **
TOTAL	1721(2445)		1186(2116)		
Percent	70.39		56.05		

Seventy percent of the White students in 1982 and 56% of the White students in 1983 reported there were more fights than at their school last year. Significant differences were observed between the responses of White students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .05$), seventh grade ($p < .01$), eighth grade ($p < .01$) and ninth grade ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: third grade: 1982 (64%), 1983 (47%); fourth grade: 1982 (61%), 1983 (48%); fifth grade: 1982 (67%), 1983 (55%); seventh grade: 1982 (87%), 1983 (69%); eighth grade: 1982 (78%), 1983 (50%), and ninth grade: 1982 (70%), 1983 (54%).

91. The White (Black) students fight more than Black (White) students.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	133	0.4700	75	0.4518	0.08929	
3	151	0.5355	53	0.3193	12.64901	**
4	154	0.5423	53	0.3212	13.17666	**
5	145	0.5197	56	0.3275	10.22247	*
6	172	0.5478	55	0.3216	14.46197	**
7	203	0.6444	31	0.2026	50.36493	**
8	211	0.6594	49	0.3245	28.68564	**
9	204	0.6559	54	0.4252	11.70424	**
10	200	0.6173	42	0.2958	25.14848	**
TOTAL	1573(2712)		468(1412)			
Percent	58.00		33.14			

In the 1983 study, 58% of the White students and 33% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences existed between the responses of White and Black students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .05$), sixth grade ($p < .01$), seventh grade ($p < .01$), eighth grade ($p < .01$), ninth grade ($p < .01$), and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: third grade: White students (54%), Black students (32%); fourth grade: White students (54%), Black students (32%); fifth grade: White students (52%), Black students (33%), sixth grade: White students (55%), Black students (32%); seventh grade: White students (64%), Black students (20%); eighth grade: White students (66%), Black students (32%); ninth grade: White students (66%), Black students (43%); and tenth grade: White students (62%), Black students (30%).

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

	82		83			
GRADE	N	P	N	P	X^2	
3	218	0.6141	151	0.5355	4.0309	
4	222	0.6184	154	0.5423	3.8131	
5	211	0.5927	145	0.5197	3.4569	
6	182	0.5549	172	0.5478	0.0336	
7	226	0.6647	203	0.6444	0.2785	
8	230	0.6725	211	0.6594	0.1184	
9	166	0.4798	204	0.6559	21.0931	**
TOTAL	1455(2426)		1240(2105)			
Percent	59.98		58.91			

Sixty percent of the White students in 1982 and 59% of the White students in 1983 responded in the affirmative in the comparison study. A significant difference was found between the responses of White students in the ninth grade ($p < .01$) across the years. Forty-eight percent of the White ninth graders in 1982 compared to 66% of the White ninth graders in 1983 responded in the affirmative.

92. The White (Black) students talk back to the teachers more.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	118	0.4170	82	0.4970	1.80057	
3	133	0.4716	73	0.4371	0.33796	
4	138	0.4859	72	0.4390	0.6 583	
5	143	0.5107	71	0.4152	2.63565	
6	200	0.6349	76	0.4524	9.69817	*
7	250	0.7837	60	0.3846	43.67841	**
8	248	0.7726	76	0.4967	20.55208	**
9	244	0.7771	77	0.5969	7.55804	
10	262	0.7939	85	0.5903	10.68719	**
TOTAL	1736(2728)		672(1417)			
Percent	63.64		47.42			

In the 1983 study, 64% of the White students and 47% of the Black students responded in the affirmative. Significant differences were found between the responses of White and Black students in the sixth grade ($p < .05$), seventh grade ($p < .01$), eighth grade ($p < .01$) and tenth grade ($p < .01$). In the sixth grade, 63% of the White students compared to 45% of the Black students responded in the affirmative. Seventy-eight percent of the White seventh graders compared to 38% of the Black seventh graders responded "yes" to this item. In the eighth grade, 77% of the White students compared to 50% of the Black students responded in the affirmative. Seventy-nine percent of the White tenth graders compared to 59% of the Black tenth graders responded "yes" to this item.

No corresponding item for the Black students in the 1982 study.

1982/1983 STUDY (WHITE STUDENTS)

GRADE	82 N	82 P	83 N	83 P	X^2	
3	198	0.5562	133	0.4716	4.9751	
4	223	0.6229	138	0.4859	13.1448	**
5	223	0.6317	143	0.5107	10.1137	*
6	210	0.6422	200	0.6349	0.0376	
7	247	0.7286	250	0.7837	2.2057	
8	269	0.7843	248	0.7726	0.0999	
9	244	0.7052	244	0.7771	3.7605	
TOTAL	1614(2422)		1356(2115)			
Percent	66.64		64.11			

Sixty-seven percent of the White students in 1982 and 64% of the White students in 1983 responded in the affirmative in the comparison study. Significant differences were observed between the responses of White students in the fourth grade ($p < .01$) and fifth grade ($p < .05$) across the years. In the fourth grade, 62% of the White students in 1982 compared to 49% of the White students in 1983 responded in the affirmative. In 1982, 63% of the White fifth graders compared to 51% of the White fifth graders in 1983 responded in the affirmative.

93. I understand why students are being transferred for desegregation.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	115	0.4078	68	0.4146	0.01249
3	105	0.3737	68	0.4121	0.39731
4	119	0.4190	69	0.4157	0.00304
5	141	0.5165	79	0.4566	0.99368
6	145	0.4633	89	0.5205	0.92342
7	139	0.4399	88	0.5752	4.71618
8	169	0.5248	83	0.5253	0.00006
9	150	0.4792	77	0.5789	2.27188
10	174	0.5305	89	0.5973	1.13191
TOTAL	1257(2712)		710(1432)		
Percent	46.35		49.58		

In the 1983 study, 46% of the White students and 50% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	98	0.5326	68	0.4121	5.0573
4	83	0.4637	69	0.4157	0.7955
5	100	0.5525	79	0.4566	3.2536
6	106	0.5922	89	0.5205	1.8010
7	88	0.5057	88	0.5752	1.5710
8	93	0.5439	83	0.5253	0.1131
9	100	0.5714	77	0.5789	0.0171
TOTAL	668(1243)		553(1119)		
Percent	53.74		49.42		

In the comparison study, 54% of the Black students in 1982 and 49% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	224	0.6257	105	0.3737	40.1159 **
4	215	0.5989	119	0.4190	20.5798 **
5	211	0.5894	141	0.5165	3.3022
6	204	0.6108	145	0.4633	14.1059 **
7	178	0.5235	139	0.4399	4.5980
8	191	0.5552	169	0.5248	0.6161
9	203	0.5817	150	0.4792	6.9450
TOTAL	1426(2442)		968(2102)		
Percent	58.39		46.05		

Fifty-eight percent of the White students in 1982 and 46% of the White students in 1983 responded in the affirmative in the comparison study. The percent of affirmative responses was consistently higher for White students in 1982 than White students in 1983. Significant differences were found between the responses of the White students in the third grade ($p < .01$), fourth grade ($p < .01$) and sixth grade ($p < .01$) across the years. In the third grade, 63% of the White students in 1982 compared to 37% of the White students in 1983 responded in the affirmative. Sixty percent of the White fourth graders in 1982 compared to 42% of the White fourth graders in 1983 responded "yes" to this item. In 1982, 61% of the White sixth graders in 1982 compared to 46% of the White sixth graders in 1983 responded in the affirmative.

94. My parents approve of my going to school here (non-resident). My parents approve of students being transferred here for desegregation (resident).

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	179	0.6370	136	0.8193	9.16813	*
3	175	0.6250	135	0.8084	9.31972	*
4	192	0.6882	131	0.7798	2.33440	
5	197	0.7190	139	0.8035	2.02666	
6	181	0.6054	121	0.7202	3.72100	
7	124	0.4232	99	0.6513	13.46014	**
8	143	0.4569	102	0.6538	10.37060	*
9	124	0.4106	96	0.7273	23.15084	**
10	123	0.3808	108	0.7397	32.72839	**
TOTAL	1438(2644)		1067(1428)			
Percent	54.39		74.72			

In the 1983 study, 54% of the White students and 75% of the Black students responded in the affirmative. The percent of affirmative responses was consistently higher for the Black students than the White students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .05$), third grade ($p < .05$), seventh grade ($p < .01$), eighth grade ($p < .05$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (64%), Black students (82%); third grade: White students (63%), Black students (81%); seventh grade: White students (42%), Black students (65%); eighth grade: White students (46%), Black students (65%); ninth grade: White students (41%), Black students (73%); and tenth grade: White students (38%), Black students (74%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	143	0.7772	135	0.8084	0.4352
4	146	0.8249	131	0.7798	0.8945
5	144	0.8000	139	0.8035	0.0054
6	127	0.7299	121	0.7202	0.0406
7	112	0.6474	99	0.6513	0.0063
8	117	0.6842	102	0.6538	0.3838
9	102	0.6182	96	0.7273	4.4537
TOTAL	891(1224)		823(1116)		
Percent	72.79		73.75		

In the comparison study, 73% of the Black students in 1982 and 74% of the Black students in 1983 responded in the affirmative. No significant difference was found between the responses of the Black students at any grade level across the years.

1982/1983 STUDY (WHITE STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	255	0.7143	175	0.6250	5.1189
4	251	0.7090	192	0.6882	0.2780
5	235	0.6772	197	0.7190	1.0917
6	202	0.6273	181	0.6054	0.3064
7	172	0.5276	124	0.4232	6.8820
8	135	0.4030	143	0.4569	1.9225
9	146	0.4520	124	0.4106	1.0955
TOTAL	1396(2364)		1136(2040)		
Percent	59.05		55.69		

Fifty-nine percent of the White students in 1982 and 56% of the White students in 1983 responded in the affirmative in the comparison study. No significant difference was found between the responses of White students at any grade level across the years.

95. I think the bus rides are too dangerous.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	56	0.1972	73	0.4371	22.78840	**
3	43	0.1530	63	0.3795	20.16607	**
4	53	0.1879	51	0.3036	5.31058	
5	36	0.1286	52	0.3006	12.01630	**
6	43	0.1369	52	0.3023	11.29677	**
7	71	0.2212	53	0.3397	5.37379	
8	67	0.2068	69	0.4367	20.45718	**
9	61	0.1955	48	0.3504	8.17830	*
10	85	0.2568	64	0.4295	11.02615	**
TOTAL	515(2729)		525(1446)			
Percent	18.87		36.31			

In the 1983 study, 19% of the White students and 36% of the Black students indicated they thought the bus rides were too dangerous. The percent of affirmative responses was consistently higher for the Black students than the White students at every grade level. Significant differences were observed between the responses of White and Black students in the second grade ($p < .01$), third grade ($p < .01$), fifth grade ($p < .01$), sixth grade ($p < .01$), eighth grade ($p < .01$), ninth grade ($p < .05$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: second grade: White students (20%), Black students (44%); third grade: White students (15%), Black students (38%); fifth grade: White students (13%), Black students (30%); sixth grade: White students (14%), Black students (30%); eighth grade: White students (21%), Black students (44%); ninth grade: White students (20%), Black students (35%); and tenth grade: White students (26%), Black students (43%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	64	0.3478	63	0.3795	0.3801
4	66	0.3729	51	0.3036	1.7956
5	68	0.3778	52	0.3006	2.2800
6	62	0.3503	52	0.3023	0.8700
7	69	0.3988	53	0.3397	1.2426
8	67	0.3895	69	0.4367	0.7948
9	69	0.4012	48	0.3504	0.8534
TOTAL	465(1235)		388(1130)		
Percent	37.65		34.34		

In the comparison study, 38% of the Black students in 1982 and 34% of the Black students in 1983 indicated they thought the bus rides were too dangerous. No significant difference was found between the responses of Black students at any grade level across the years.

No corresponding item for the White students in the 1982 study.

96. I am learning more this year than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	258	0.9117	141	0.8494	1.89716
3	252	0.8968	150	0.9146	0.15397
4	257	0.9081	132	0.7952	6.24291
5	249	0.8925	147	0.8497	0.92266
6	277	0.8794	131	0.7661	6.56169
7	262	0.8213	119	0.7580	1.91600
8	240	0.7385	108	0.6879	1.22411
9	253	0.8109	111	0.8222	0.05370
10	245	0.7447	121	0.8176	2.42459
TOTAL	2293(2726)		1160(1437)		
Percent	84.12		80.72		

In the 1983 study, 84% of the White students and 81% of the Black students responded in the affirmative. No significant difference was found between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	119	0.6467	150	0.9146	30.6583 **
4	114	0.6369	132	0.7952	10.6338 **
5	122	0.6816	147	0.8497	12.2538 **
6	118	0.6667	131	0.7661	4.2348
7	104	0.6047	119	0.7580	9.5041 *
8	102	0.5965	108	0.6879	3.3691
9	114	0.6552	111	0.8222	10.4509 **
TOTAL	793(1236)		898(1123)		
Percent	64.16		79.96		

In the comparison study, 64% of the Black students in 1982 and 80% of the Black students in 1983 responded in the affirmative. The percent of affirmative responses was consistently higher for the Black students in 1983 than the Black students in 1982 at every grade level. Significant differences were found between the responses of Black students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$), seventh grade ($p < .05$) and ninth grade ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: third grade: 1982 (65%), 1983 (91%); fourth grade: 1982 (64%), 1983 (80%); fifth grade: 1982 (68%), 1983 (85%); seventh grade: 1982 (60%), 1983 (76%); and ninth grade: 1982 (66%), 1983 (82%).

No corresponding item for the White students in the 1982 study.

97. The work is harder this year than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	214	0.7535	122	0.7349	0.13861
3	222	0.7872	125	0.7485	0.60434
4	227	0.8021	129	0.7725	0.35477
5	237	0.8464	136	0.7861	1.50515
6	254	0.8013	141	0.8103	0.03512
7	261	0.8131	119	0.7484	1.65500
8	246	0.7616	110	0.6962	1.68647
9	255	0.8121	92	0.6970	4.46762
10	249	0.7568	124	0.8378	2.45470
TOTAL	2165(2733)		1098(1444)		
Percent	79.22		76.04		

In the 1983 study, 79% of the White students and 76% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	94	0.5165	125	0.7485	21.2426 **
4	93	0.5196	129	0.7725	25.0376 **
5	101	0.5580	136	0.7861	20.8559 **
6	108	0.6067	141	0.8103	16.5269 **
7	115	0.6609	119	0.7484	2.8827
8	106	0.6199	110	0.6962	2.1673
9	121	0.6954	92	0.6970	0.0008
TOTAL	738(1239)		852(1130)		
Percent	59.56		75.40		

In the comparison study, 60% of the Black students in 1982 and 75% of the Black students in 1983 responded in the affirmative. The percent of affirmative responses was consistently higher for the Black students in 1983 than the Black students in 1982. Significant differences were observed between the responses of Black students in the third grade ($p < .01$), fourth grade ($p < .01$), fifth grade ($p < .01$) and sixth grade ($p < .01$) across the years. The following indicates the percent of affirmative responses by year and grade level: third grade: 1982 (52%), 1983 (75%); fourth grade: 1982 (52%), 1983 (77%); fifth grade: 1982 (56%), 1983 (79%) and sixth grade: 1982 (61%), 1983 (81%).

No corresponding item for the White students in the 1982 study.

98. I was ready for the work the teachers wanted me to do this year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	242	0.8551	135	0.8084	0.73658
3	212	0.7518	125	0.7576	0.01124
4	213	0.7500	110	0.6587	2.81340
5	209	0.7464	109	0.6301	4.68807
6	233	0.7420	116	0.6744	1.60969
7	216	0.6814	107	0.6730	0.02349
8	219	0.6780	89	0.5705	3.76990
9	211	0.6851	92	0.6866	0.00064
10	231	0.7000	105	0.7047	0.00695
TOTAL	1986(2721)		988(1442)		
Percent	72.99		68.52		

In the 1983 study, 73% of the White students and 69% of the Black students responded in the affirmative. No significant difference existed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	120	0.6522	125	0.7576	4.1713
4	109	0.6124	110	0.6587	0.7980
5	124	0.6889	109	0.6301	1.3178
6	109	0.6229	116	0.6744	0.9954
7	95	0.5491	107	0.6730	5.4828
8	88	0.5146	89	0.5705	1.1000
9	107	0.6149	92	0.6866	1.6762
TOTAL	752(1235)		748(1126)		
Percent	60.89		66.43		

In the comparison study, 61% of the Black students in 1982 and 66% of the Black students in 1983 responded in the affirmative. No significant difference existed between the responses of Black students at any grade level across the years.

No corresponding item for the White students in the 1982 study.

99. The teachers are stricter this year than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	126	0.4437	95	0.5758	4.73229
3	118	0.4184	91	0.5449	4.37459
4	137	0.4807	102	0.6108	4.63691
5	164	0.5899	98	0.5698	0.11353
6	197	0.6215	119	0.6879	1.26850
7	207	0.6571	110	0.7006	0.50152
8	184	0.5750	108	0.6968	3.89940
9	163	0.5191	84	0.6222	2.48008
10	169	0.5168	89	0.6014	1.81333
TOTAL	1465(2722)		896(1439)		
Percent	53.82		62.27		

In the 1983 study, 54% of the White students and 62% of the Black students responded in the affirmative. No significant difference was observed between the responses of White and Black students at any grade level.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	94	0.5109	91	0.5449	0.4302
4	90	0.4028	102	0.6108	4.2721
5	98	0.5444	98	0.5698	0.2392
6	110	0.6180	119	0.6879	1.8169
7	118	0.6743	110	0.7006	0.2437
8	124	0.7251	108	0.6968	0.2775
9	120	0.6857	84	0.6222	1.3028
TOTAL	754(1242)		712(1126)		
Percent	60.71		63.23		

In the comparison study, 61% of the Black students in 1982 and 63% of the Black students in 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

No corresponding item for the White students in the 1982 study.

100. The teachers are nicer this year than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2
2	187	0.6631	106	0.6386	0.16244
3	165	0.5851	100	0.6024	0.08059
4	157	0.5587	92	0.5509	0.01653
5	119	0.4327	81	0.4682	0.34860
6	147	0.4757	54	0.3195	6.77701
7	151	0.4840	58	0.3841	2.52709
8	145	0.4693	37	0.2450	12.71876 **
9	143	0.4598	54	0.4060	0.65811
10	144	0.4417	48	0.3243	3.45696
TOTAL	1358(2687)		630(1424)		
Percent	50.54		44.24		

In the 1983 study, 51% of the White students and 44% of the Black students reported the teachers were nicer this year than last year. A significant difference was found between the responses of White and Black students in the eighth grade ($p < .01$). Forty-seven percent of the White eighth graders compared to 25% of the Black eighth graders responded in the affirmative.

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	95	0.5191	100	0.6024	2.5105
4	81	0.4551	92	0.5509	3.2910
5	90	0.5085	81	0.4682	0.5899
6	71	0.4034	54	0.3195	2.5225
7	50	0.2907	58	0.3841	2.9173
8	43	0.2544	37	0.2450	0.0293
9	35	0.2023	54	0.4060	12.9740 **
TOTAL	465(1228)		476(1110)		
Percent	37.87		42.88		

In the comparison study, 38% of the Black students in 1982 and 43% of the Black students in 1983 reported the teachers were nicer this year than last year. A significant difference was found between the responses of Black students in the ninth grade ($p < .01$) across the years. Twenty percent of the Black ninth graders in 1982 compared to 41% of the Black ninth graders in 1983 responded in the affirmative.

No corresponding item for the White students in the 1982 study.

101. There are enough Black teachers in this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	107	0.3781	37	0.2216	6.63905	
3	100	0.3584	27	0.1617	10.45963	*
4	105	0.3737	22	0.1317	15.83699	**
5	110	0.3943	22	0.1272	19.83299	**
6	166	0.5287	17	0.0977	53.04492	**
7	220	0.6984	25	0.1592	76.30016	**
8	219	0.6952	25	0.1603	74.71753	**
9	237	0.7572	20	0.1471	86.46498	**
10	239	0.7287	9	0.0608	112.10463	**
TOTAL	1503(2707)		204(1445)			
Percent	55.52		14.12			

In the 1983 study, 56% of the White students and 14% of the Black students responded in the affirmative. The difference in the percent of affirmative responses between White and Black students varied across grade levels from a high of 76% for White ninth graders to a low of 6% for Black tenth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were observed between the responses of White and Black students in the third grade ($p < .05$), fourth grade ($p < .01$), fifth grade ($p < .01$), sixth grade ($p < .01$), seventh grade ($p < .01$), eighth grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: third grade: White students (36%), Black students (15%); fourth grade: White students (37%), Black students (13%); fifth grade: White students (39%), Black students (13%); sixth grade: White students (53%), Black students (10%); seventh grade: White students (70%), Black students (16%); eighth grade: White students (70%), Black students (16%); ninth grade: White students (76%), Black students (15%); and tenth grade: White students (73%), Black students (6%).

1982/1983 STUDY (BLACK STUDENTS)

	82		83		
GRADE	N	P	N	P	X^2
3	24	0.1311	27	0.1617	0.6858
4	27	0.1508	22	0.1317	0.2656
5	28	0.1547	22	0.1272	0.5648
6	30	0.1695	17	0.0977	3.8106
7	23	0.1322	25	0.1592	0.5089
8	18	0.1053	25	0.1603	2.0789
9	18	0.1034	20	0.1471	1.2234
TOTAL	168(1239)		158(1130)		
Percent	13.56		13.98		

In the comparison study, 14% of the Black students in 1982 and 1983 responded in the affirmative. No significant difference was observed between the responses of Black students at any grade level across the years.

No corresponding item for the White students in the 1982 study.

102. I am involved in more school activities this year than last year.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	217	0.7695	111	0.6647	3.01827	
3	195	0.6940	101	0.6048	2.18177	
4	184	0.6479	97	0.5774	1.37374	
5	178	0.6380	95	0.5491	2.22655	
6	172	0.5409	90	0.5202	0.12322	
7	197	0.6215	63	0.3987	13.28919	**
8	157	0.4816	62	0.3924	2.14096	
9	133	0.4236	56	0.4118	0.03283	
10	140	0.4255	40	0.2685	6.32907	
TOTAL	1573(2730)		715(1449)			
Percent	57.62		49.34			

In the 1983 study, 58% of the White students and 49% of the Black students responded in the affirmative. The difference in the percent of affirmative responses between White and Black students varied across grade levels from a high of 77% for White second graders to a low of 27% for Black tenth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences existed between the responses of White and Black students in the seventh grade ($p < .01$). Sixty-two percent of the White seventh graders compared to 40% of the Black seventh graders responded in the affirmative.

No corresponding item in the 1982 study.

103. I like the music that is played at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

	82		83			
GRADE	N1	P	N2	P	X^2	
2	244	0.8592	117	0.7006	7.06960	
3	227	0.8078	101	0.6048	11.56939	**
4	199	0.7007	90	0.5357	7.69209	*
5	158	0.5725	72	0.4162	7.02704	
6	182	0.5815	57	0.3295	18.71056	**
7	180	0.5660	54	0.3506	12.44578	**
8	155	0.4829	37	0.2467	14.66116	**
9	177	0.5747	32	0.2406	26.31747	**
10	197	0.6006	37	0.2534	31.06202	**
TOTAL	1719(2713)		597(1431)			
Percent	63.36		41.72			

In the 1983 study, 63% of the White students and 42% of the Black students responded in the affirmative. The difference in the percent of affirmative responses varied across grade levels from a high of 86% for White second graders to a low of 24% for Black ninth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were found between the responses of White and Black students in the third grade ($p < .01$), fourth grade ($p < .05$), sixth grade ($p < .01$), seventh grade ($p < .01$), eighth grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). The following indicates the percent of affirmative responses by race and grade level: third grade: White students (81%), Black students (60%); fourth grade: White students (70%), Black students (54%); sixth grade: White students (58%), Black students (33%); seventh grade: White students (57%), Black students (35%); eighth grade: White students (48%), Black students (25%); ninth grade: White students (57%), Black students (24%) and tenth grade: White students (60%), Black students (25%).

No corresponding item in the 1982 study.

104. I like the music that is sung at this school.

1983 STUDY (WHITE AND BLACK STUDENTS)

GRADE	N1	P	N2	P	X^2	
2	242	0.8551	106	0.6347	13.45134	**
3	229	0.8121	113	0.6766	5.07433	
4	191	0.6702	93	0.5536	3.78859	
5	166	0.6036	79	0.4593	5.87504	
6	182	0.5833	56	0.3294	18.44435	**
7	150	0.4732	61	0.3961	1.56999	
8	149	0.4656	54	0.3484	3.65714	
9	166	0.5390	31	0.2313	22.13035	**
10	162	0.4969	32	0.2222	18.92329	**
TOTAL	1637(2708)		625(1431)			
Percent	60.45		43.68			

In the 1983 study, 60% of the White students and 44% of the Black students indicated they like the music that was sung in their school. The difference in the percent of affirmative responses between White and Black students varied across grade levels from a high of 86% for White second graders to a low of 22% for Black tenth graders. The percent of affirmative responses was consistently higher for White students than Black students at every grade level. Significant differences were found between the responses of White and Black students in the second grade ($p < .01$), sixth grade ($p < .01$), ninth grade ($p < .01$) and tenth grade ($p < .01$). In the second grade, 86% of the White students compared to 63% of the Black students reported they like the music that was sung in their school. Fifty-eight percent of the White sixth graders compared to 33% of the Black sixth graders responded in the affirmative. In the ninth grade, 54% of the White students compared to 23% of the Black students responded "yes" to this item. Fifty percent of the White tenth graders compared to 22% of the Black tenth graders responded in the affirmative.

No corresponding item in the 1982 study.

The conclusion of the item by item analysis logically leads into a synthesis of the findings. The following section summarizes the findings where significant differences existed between the responses of Black and White students across four or more grade levels in the 1983 study. Additionally, the selected items were analyzed from the findings of the 1982/1983 comparison study. The items were clustered according to criteria presented in the Methodology section. Each summary includes a descriptive table, cluster items and a narrative.

Cluster Summary

TABLE 1

Cluster Item: Black and White Student Interaction

Item	1983 Black-White							1982/1983 Black							1982/1983 White						
	3	4	5	6	7	8	9	3	4	5	6	7	8	9	3	4	5	6	7	8	9
6	>	>	>	>	>	>	>														
7	<	<	<	<	<	<	<														
9	>	>	>	>	>	>	>									<					
10	<	<	<	<	<	<	<										>				
31	>	>	>	>	>	>	>														
37	>	>	>	>	>	>	>	*	*	*	*	*	*	*	*	*	*	*	*	*	*
43	<	<	<	<	<	<	<														
46	>	>	>	>	>	>	>														
53	>	>	>	>	>	>	>														
56	<		<					<							<	<	<			<	
60	<		<	<		<		<							<	<				<	<
101	<		<	<	<	<	<								*	*	*	*	*	*	*

Key: >- greater than; <- less than; *- no corresponding item in the 1982 study.

Example (Item 56)

A significant difference existed between the responses of Black and White third, fourth and fifth graders in the 1983 study. The percent of affirmative responses was less for Black students than White students in the aforementioned grades. In the 1982/1983 study, a significant difference existed between the responses of Black third graders across the years. The percent of affirmative responses was less for Black third graders in 1982 than Black third graders in 1983. A significant difference existed between the responses of White third, fourth, fifth and eighth graders across the years. The percent of affirmative responses was less for White students in 1982 than White students in 1983 in the aforementioned grades.

6. I sit next to mostly Black students at lunch.
7. I sit next to mostly White students at lunch.
9. I talk to mostly Black students in the halls.
10. I talk to mostly White students in the halls.
31. The teachers are nicer to the White students.
37. My school is too far away to do after school activities.
43. I want to go to this school district next year.
46. I stay after school because there are buses that take me home.
53. My school is too far away for my parent(s) to visit.
56. The White students want the Black students here.
60. I think the Black students will be here next year.
101. There are enough Black teachers in this school.

School integration has only just begun. However, school desegregation has been implemented in the six township school districts. From the table it is evident that significant differences existed between the responses of White and Black students on these clustered items. Students continued to perceive behaviors that demonstrated racial isolation (i.e., halls, cafeteria). However, it appeared that a higher level of acceptance of the Black students by the White students had occurred. A significant difference was observed between the responses of Black third graders across the years on their perceptions of White students wanting Black students in their school and perceptions of the return of the Black students next year. Significant differences across the years were observed between the responses of White third, fourth, fifth and eighth graders on their perceptions of White students wanting Black students in their school. The perception that the Black students will return next year showed significant change from 1982 to 1983 between the responses of White third, fourth, eighth and ninth graders. Other than these significant differences, the changes across the years were not sufficient to permit statistical significance.

Distance appeared to be a continuing problem for Black students. They wanted to stay after school for activities but most had to rely on school transportation. Black students also felt their school was too far away for their parents to visit.

Sixty percent of the surveyed Black students perceived that teachers were nicer to White students while 18% of the surveyed White students perceived that teachers were nicer to White students. Fifty-six percent of the surveyed White students believed that there were enough Black teachers in their school yet only 14% of the surveyed Black students believed there were enough Black teachers in their school. Despite positive and negative perceptions, both racial groups expressed the desire to return to their respective school districts next year as evidenced by 89% of the White students and 57% of the Black students responding in the affirmative for this item. However, a significant difference existed between the responses of Black and White students at every grade level on this item.

TABLE 2

Cluster Item: School Amity

	1983 Black-White							1982/1983 Black							1982/1983 White						
Item	3	4	5	6	7	8	9	3	4	5	6	7	8	9	3	4	5	6	7	8	9
11				<	<		<														
13	<	<																			
14	<	<	<				<														
16				<			<														
62		<	<		<		<						<	<		<			<	<	
63	>	>	>		>		>				>	>	>	>					>		
69	<	<	<	<	<	<	<	<								<	<				
75	<	<	<			<	<									<		<			
78	>		>																		

11. I get to see my friends at school.
13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
16. I have made many friends since I began coming to this school.
62. School is more fun this year.
63. School was more fun last year.
69. I feel proud about the school I am going to this year.
75. The other students help me feel good about myself.
78. I feel different from the other students.

School amity is generally favorable. However, work is needed for students to feel they are part of and proud of their school. Both Black and White students responded in a highly positive manner on the items in this cluster associated with the concept of developing and maintaining amity. Although the responses of White students were more affirmative than the responses of Black students on items 11, 13, 14, 16 and 75, this finding in relation to desegregation/integration was somewhat limited in that the development of inter-racial friendships was not explored in the questionnaire in a direct manner. The terms in the items related to friends in general, not specifically Black and White friends. In addition, in grades three through six, the perception was that a significant number of Black students felt different than the other students. It should be noted that the percent of affirmative responses for Black students was consistently higher than the percent of affirmative responses for White students in the aforementioned grades.

More students, particularly White students, felt that school was more fun this year than last year. These items (62 and 63) produced significant differences across the years indicating a change that is seemingly inconclusive. Item 62 produced significant differences across the years in which the change was in a positive direction. Item 63 produced significant differences across the years in which the change was in a negative direction.

Additionally, both groups indicated a sense of pride in the school they were attending as evidenced by 87% of the White students and 64% of the Black students responding in the affirmative. In addition, significant differences existed between the responses of Black and White students at every grade level.

TABLE 3

Cluster Item: Student, Parent, Teacher Interaction

Item	1983 Black-White							1982/1983 Black							1982/1983 White						
	3	4	5	6	7	8	9	3	4	5	6	7	8	9	3	4	5	6	7	8	9
24			<	<	<	<	<														
25	<	<	<	<	<	<	<	<												<	
29		<	<	<		<	<	<							<		<				
30	>					>	>														
49			<	<	<	<	<								<		<		<		
94	>				>	>	>														

24. I feel that the teachers want me here.
25. I think that the teachers want the Black students here.
29. The teachers treat Black and White students the same.
30. The teachers are nicer to the Black students.
49. My parent(s) come to parent/teacher meetings.
94. My parent(s) approve of my going to school here (non-resident).
    My parent(s) approve of students being transferred here for desegregation (resident).

Both Black and White students perceived that student, parent and teacher interaction is taking place but these perceptions are more positive for the White students. Four of the six items in this cluster focused on the interaction of students and teachers. The responses of White students were consistently more positive than the responses of Black students on items 24, 25 and 29. The White students perceived that the teachers wanted them (White students) and Black students in school as evidenced by 84% of the White students responding in the affirmative on item 24 and 77% of the White students responding in the affirmative on item 25. Seventy-one percent of the Black students perceived that the teachers wanted them in school. However, only 55% of the Black students believed that the teachers wanted the Black students in school. The majority of the White and Black students believed that the teachers treated Black and White students the same. Yet significant differences existed between the responses of Black and White students in grades four, five, six, eight and nine with the Black students responding in a less positive manner at all grade levels. Change occurred across the years for Black third graders as well as White third and fifth graders on this item. This change indicated that these students' perception of equal treatment by the teachers had increased. Item 30 produced inconclusive results. Black third, fourth and fifth graders indicated that teachers are nicer to Black students. In grades six through nine, the Black students responded in a less affirmative manner than the White students. However, significant differences between the responses of White and Black students were found in the third, eighth and ninth grade.

From the study, it was found that students perceived attendance at parent/teacher meetings as more probable for the parents of White students. A positive change across the years was observed for the White third, fifth and seventh graders. Seventy-five percent of the Black students believed their parents approved of their going to school in the township school districts. However, only 54% of the White students believed their parents approved of students being transferred to the township school districts for desegregation.

TABLE 4

Cluster Item: School Discipline

Item	1983 Black-White							1982/1983 Black							1982/1983 White						
	3	4	5	6	7	8	9	3	4	5	6	7	8	9	3	4	5	6	7	8	9
42	>		>	>																	
89	.			.	>	.	.	*	*	*	*	*	*	*		>			>		
91	<		<	.	<	<	.	*	*	*	*	*	*	*							<
92				<	<	<		*	*	*	*	*	*	*		>	>				

42. Missing school is all right because it is not important.
89. There are more rules than at my school last year.
91. The White students fight more than Black students (non-resident).
The Black students fight more than White students (resident).
92. The White students talk back to the teachers more (non-resident).
The Black students talk back to the teachers more (resident).

The responses of both Black and White students indicated they felt school was important. However, significant differences existed between the responses of Black and White students on the items related to student discipline. Students are often accused of apathy: however, 92% of the White students and 83% of the Black students responded in a positive manner on Item 42. The majority of White (50%) and Black (67%) students indicated there were more rules this year than last year. Fifty-eight percent of the White students believed that Black students fight more than White students. Thirty-three percent of the Black students believed the White students fight more than the Black students. Significant differences were observed between the responses of White and Black students in the sixth, seventh and eighth grades on item 92. Sixty-four percent of the White students perceived that the Black students talked back to the teachers more while 47% of the Black students perceived that the White students talked back to the teachers more. Positive change was observed between the responses of White fourth and fifth graders across the years. These significant differences indicated the perceptions of these students had moved in a positive direction. They were less likely to view Black students as talking back to the teachers more.

TABLE 5

Cluster Item: Miscellaneous

Item	1983 Black-White							1982/1983 Black							1982/1983 White						
	3	4	5	6	7	8	9	3	4	5	6	7	8	9	3	4	5	6	7	8	9
33						<	<	<				<			<				<		<
65	>	>	>	>						<	<										
95	>		>	>		>	>								*	*	*	*	*	*	*
103	<	<		<	<	<	<	*	*	*	*	*	*	*	*	*	*	*	*	*	*
104				<			<	*	*	*	*	*	*	*	*	*	*	*	*	*	*

33. We talk about famous Black people in our classes.
65. I have to get up too early to go to school.
95. I think the bus rides are too dangerous.
103. I like the music that is played at this school.
104. I like the music that is sung at this school.

White students perceived music that is played and sung in school and the discussion of famous Black people in class in a more positive manner. Black students perceived transportation as more of a problem than White students. Three items in the miscellaneous cluster are associated with curriculum (i.e., music that is played and sung in school and the discussion of famous Black people in class). The more positive response of the White students was in conjunction with the observed significant differences between the responses of White and Black students on these items. Although a significant difference across the years did occur for Black students in the third and seventh grade as well as for White students in the third, seventh and ninth grades, the change was in a positive direction.

Both groups perceived they had to get up too early to go to school. Yet, significant differences were observed between the responses of White and Black students in grades three through six. The percent of affirmative responses was greater for the Black students in the aforementioned grades. Additionally, Black students (36%), perceived the bus rides as more dangerous than the White students (19%).

The following are the results of the factor analysis requested by the assessment committee. It should be noted that the research team alerted the assessment committee to the limitations of factor analysis as a statistical tool in this study. Due to the precarious nature of the data, if another random sample of students was surveyed using the same questionnaire, this factor analysis might not replicate.

Factor 1: Level of Teacher-Student Interaction (Items 15, 18 through 25, 27, 28, 38, 61 and 72 through 74).

An analysis of variance (ANOVA) was completed to identify significant differences between the responses of Black and White students on each factor. A summary table provides the information for each factor. As indicated in the following table, a significant difference existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	27.04	1	27.04	36.58	.01
Within Groups	2186.79	2958	.74		
Total	2213.84	2959			

Overall this factor was the most salient in that it explained the largest percent of variance among the individuals. (See Appendix D). The items in this factor tended to relate to the students' perceptions of their teachers' interest in their personal as well as academic growth. There was a relatively small difference between the percent of affirmative responses for Black and White students on all of the items except "I feel that the teachers want me here", and "I think that the teachers want the Black students here." The percent of affirmative responses was higher for White students than Black students on both items.

When the individual factor analysis was completed for the Black and White students, this factor remained the most salient in explaining the largest percent of variance among the Black students. However, this factor ranked third for the White students. The items that were included in the factor were similar for the combined and individual groups.

A similar factor emerged in the 1982 study. The factor, Teacher Concern for Student Welfare and Learning, accounted for the largest percent of variance among the White and Black students. The individual factor analysis results showed this factor as most salient in explaining the percent of variance among the White students but this factor ranked fourth for the Black students. The items were similar in this factor in both the 1982 and 1983 studies.

Factor 2: Level of Black and White Student Interaction (Items 6, 7, 9, 10, 31, 37, 43, 46, 53 and 101).

A significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	289.57	1	289.57	1643.71	.01
Within Groups	521.11	2958	.18		
Total	810.68	2959			

Although this factor ranked second in the percent of variance explained, the percent dropped from 20% to 6%. The items in this factor tended to relate to the students' perceptions of interaction between students in the halls and cafeteria and distance between the home and school. There were large differences between the percent of affirmative responses for Black and White students on all of the items. The percent of affirmative responses was higher for White students on the following items: "I sit next to mostly White students at lunch," "I talk to mostly White students in the halls," I want to go to this school district next year" and "There are enough Black teachers in this school." The percent of affirmative responses was higher for Black students on the following items: "I sit next to mostly Black students at lunch," "I talk to mostly Black students in the halls," "The teachers are nicer to the White students," "My school is too far away to do after school activities," "I stay after school because there are buses that take me home" and "My school is too far away for my parent(s) to visit."

When the individual factor analysis was completed for the Black and White students, the items tended to appear in two or more factors or were eliminated due to low factor loadings. However, the items "I sit next to mostly Black students at lunch," "I sit next to mostly White students at lunch," "I talk to mostly Black students in the halls" and "I talk to mostly White students in the halls" did cluster on one factor for both groups.

A similar factor emerged in the 1982 study. The factor, Degree of Integration into the School Environment, included very similar items. The individual factor analysis for the two groups indicated the items clustered more narrowly forming additional factors or were eliminated due to low factor loadings.

Factor 3: Level of Extra-Curricular Involvement (Items 1, 44, 45, 47 and 48).

No significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	.01	1	.01	.01	.99
Within Groups	1891.20	2958	.64		
Total	1891.20	2959			

This factor accounted for 4% of the variance among the individuals. The items in this factor tended to relate to the students' perceptions of Black and White students' participation in extra-curricular activities. An additional item related to the students' perceptions of the meaning of desegregation. The difference in the percent of affirmative responses between the Black and White students was relatively small for all of the items.

When the individual factor analysis was completed for the Black and White students, a similar factor ranked fourth emerged for the Black students and an identical factor ranked sixth emerged for the White students. For the Black students the item "I can explain what the word desegregation means" was eliminated and the item "I think that the teachers want the White students here" was included in this factor.

In the 1982 study, a similar factor did not surface in the combined or individual factor analysis.

Factor 4: Level of Feelings Towards School (Items 17, 40, 41, 64, 65, 86 and 97 through 99).

A significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	16.16	1	16.16	43.42	.01
Within Groups	1101.09	2958	.37		
Total	1117.25	2959			

The items in this factor tended to relate to the students' perceptions of school attendance, homework, length of the school day and the level of difficulty of their schoolwork. Once the factor was defined, the differences between the responses of Black and White students were significant. However, when the items were examined individually, the difference in the percent of affirmative responses for Black and White students was relatively small on all of the items except, "I have to get up too early to go to school." On this item, the percent of affirmative responses was higher for the Black students than the White students.

When the individual factor analysis was completed for the Black and White students, the items appeared clustered in two or more factors or were eliminated due to low factor loadings.

A factor, Perceptions of the Demands of School, emerged in the 1982 study for both the combined and individual factor analysis. Five items were identical in this factor for the combined groups and the White students in the 1982 and 1983 factor analysis. For the Black students, only one item was similar in this factor for both years.

Factor 5: Level of Understanding Between White and Black Students (Items 2, 5, 8, 29, 56 through 58, 82, 83, 85, 91, 92 and 94).

A significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	3.45	1	3.45	10.35	.01
Within Groups	985.74	2958	.33		
Total	989.19	2959			

The items in this factor tended to relate to the students' perceptions of race equity in terms of acceptance, treatment, understanding and student conduct. The difference in the percent of affirmative responses for Black and White students was relatively large on five of the items. The percent of affirmative responses was higher for the Black students on the following items: "I sit next to both Black and White students in lunch" and "My parents approve of my going to school here" (non-resident), "My parents approve of students being transferred here for desegregation" (resident). The percent of affirmative responses was higher for White students on the following items: "The teachers treat Black and White students the same," "The White students fight more than the Black students" (non-resident), "The Black students fight more than the White students" (resident) and "The White students talk back to the teachers more" (non-resident), "The Black students talk back to the teachers more" (resident).

When the individual factor analysis was completed for the Black and White students, the items were scattered over several factors or eliminated for the Black students. However, for the White students, all of the items with six additional items loaded on factor 1 which was the most salient factor for the White students in terms of the percent of variance among the individuals.

A factor, Feelings Toward Desegregation, emerged in the 1982 study for the combined groups. There were three common items in this factor in the 1982 and 1983 study. The individual factor analysis in the 1982 study produced a similar factor (eight items) for the White students but not for the Black students.

Factor 6: Level of Parental Attitudes Towards School (Items 42, 51, 52 and 54).

A significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	41.87	1	41.87	100.85	.01
Within Groups	1227.94	2958	.42		
Total	1269.81	2959			

The items in this factor tended to relate to the students' perceptions of their parent(s)' attitudes towards attendance, grades and schoolwork. The difference in the percent of affirmative responses for the Black and White students was relatively small.

When the individual factor analysis for the Black and White students was examined, it was found that three items, "My parent(s) care about my grades," "My parent(s) care about my schoolwork" and "My parent(s) care if I came to school" clustered on one factor for both groups. However, the item "Missing school is all right because it is not important" did not load on the factor for either group.

In the 1982 study, an identical factor for the combined groups, Perceptions of Parental Involvement in School, as well as similar factors for the individual groups emerged from the factor analysis.

Factor 7: Level of Student-Student Interaction (Items 14, 70, 71 and 75 through 81).

No significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	.01	1	.01	.03	.87
Within Groups	1184.56	2958	.40		
Total	1184.57	2959			

The items in this factor tended to relate to the students' perceptions of their acceptance and treatment by other students. Once the factor was defined, the differences between the responses of Black and White students were not significant. However, when the items were examined individually, the difference in the percent of affirmative responses for Black and White students was relatively large for five of the items, "I have lots of friends at this school," "The other students help me feel good about myself," "The other students treat me like everybody else," "I feel different from the other students" and " I was afraid of the White students at the beginning of this year" (non-resident), "I was afraid of the Black students at the beginning of this year" (resident). The percent of affirmative responses was higher for the White students on the aforementioned items except "I feel different from the other students."

When the individual factor analysis for the Black and White students was examined, it was found that a similar factor also ranked seventh emerged for the Black students. For the White students, four of the items each clustered on two different factors.

In the 1982 study, a factor emerged, Student Self Concepts as it Relates to Social Interaction in School. Six items were included in this factor which also were included in the 1983 factor for the combined groups. The items in the factor for the White students were similar to those in the factor for the combined groups. For the Black students, the items appeared in different factors.

Factor 8: Level of School Amity (Items 11, 13, 16, 62 and 102).

A significant difference, as indicated in the following table, existed between the responses of Black and White students for this factor.

ANOVA TABLE

	SS	df	MS	F	p
Between Groups	133.97	1	133.97	122.89	.01
Within Groups	3224.64	2958	1.09		
Total	3358.62	2959			

The items in this factor tended to relate to the students' perceptions of friendliness and involvement in the school. The difference in the percent of affirmative responses for Black and White students was relatively large for three items, "It is very easy to make friends at this school," "I have made many friends since I began coming to this school" and "School is more fun this year." The percent of affirmative responses was higher for the White students than Black students on the three items.

When the individual factor analysis for the Black and White students was examined, it was found that a similar factor did not exist for either group. In the 1982 study, a similar factor did not emerge from the combined or individual factor analysis.

Regression Analysis

The following are the results of the regression analysis as requested by the assessment committee. In the narrative, a positive association exists when a low level of the independent variable is paired with a low level of the dependent variable or a high level of the independent variable is paired with a high level of the dependent variable. A negative association exists when a high level of the independent variable is paired with a low level of the dependent variable or a low level of the independent variable is paired with a high level of the dependent variable. For the purpose of this study, a positive association for the variable race indicates a correlation with White students and a negative association indicates a correlation with Black students. A positive association for the variable sex indicates a correlation with males while a negative association indicates a correlation with females. An appropriate statistical method is not available to compare the regression analysis results of the 1982 study with the 1983 study.

Factor 1: Level of Teacher-Student Interaction

Variable	Coefficient	Multiple R	Significance
Grade	-.089	.345	.001*
Sex	.035	.355	.126
Level of Parental Attitudes Towards School	-.201	.462	.001*
Level of Black and White Student Interaction	.115	.512	.001*
Level of Student-Student Interaction	-.082	.582	.001*
Level of Understanding Between Black and White Students	-.031	.585	.152
Level of Feeling Towards School	-.308	.661	.001*
Level of Extra-Curricular Involvement	.001	.662	.935
Race	.063	.662	.042
Level of School Amity	.265	.696	.001*

*indicates significance

As the grade level increased, the students perceived less positively teacher-student interaction. Race, the level of parental attitudes towards school, the level of student-student interaction and the level of feelings towards school were negatively associated with the level of teacher-student interaction. The level of Black and White student interaction and the level of school amity were positively associated with the level of teacher-student interaction. Sex, the level of understanding between Black and White students and the level of extra-curricular involvement were not associated with the level of teacher-student interaction.

Factor 2: Level of Black and White Student Interaction

Variable	Coefficient	Multiple R	Significance
Grade	.005	.031	.176
Sex	-.003	.035	.835
Level of Parental Attitudes Towards School	.018	.174	.130
Race	-.604	.601	.001*
Level of Student-Student Interaction	.073	.605	.001*
Level of Understanding Between Black and White Students	-.094	.606	.001*
Level of Feelings Towards School	-.043	.635	.008*
Level of Extra Curricular Involvement	.011	.636	.322
Level of Teacher-Student Interaction	.045	.647	.001*
Level of School Amity	.136	.671	.001*

*indicates significance

The level of understanding between Black and White students, the level of teacher-student interaction and the level of school amity were positively associated with the level of Black and White student interaction. Race, the level of student-student interaction and the level of feelings towards school were negatively associated with the level of Black and White student interaction. Grade, sex, the level of parental attitudes towards school and the level of extra-curricular involvement were not associated with the level of Black and White student interaction.

Factor 3: Level of Extra-Curricular Involvement

Variable	Coefficient	Multiple R	Significance
Grade	.179	.518	.001*
Sex	-.015	.519	.540
Level of Parental Attitudes Towards School	.093	.521	.001*
Level of Black and White Student Interaction	.031	.522	.322
Level of Student-Student Interaction	.064	.523	.005*
Level of Understanding Between Black and White Students	.184	.546	.001*
Level of Feelings Towards School	.033	.549	.222
Race	.128	.552	.001*
Level of Teacher-Student Interaction	.002	.553	.935
Level of School Amity	.140	.566	.001*

*indicates significance

As the grade level increased, the students perceived a more positive level of extra curricular involvement. The level of parental attitudes towards school, the level of student-student interaction, the level of understanding between Black and White students and the level of school amity were positively associated with the level of extra-curricular involvement. Race was negatively associated with the level of extra-curricular involvement. Sex, the level of Black and White student interaction, the level of feelings toward school and the level of teacher-student interaction were not associated with the level of extra-curricular involvement.

Factor 4: Level of Feelings Towards School

Variable	Coefficient	Multiple R	Significance
Grade	-.005	.159	.270
Sex	-.017	.159	.290
Level of Parental Attitudes Towards School	-.018	.251	.177
Level of Black and White Student Interaction	-.056	.354	.008*
Level of Student-Student Interaction	.142	.523	.001*
Level of Understanding Between Black and White Students	.049	.526	.002*
Level of Extra-Curricular Involvement	.015	.528	.222
Level of Teacher-Student Interaction	-.158	.617	.001*
Race	-.025	.618	.273
Level of School Amity	-.259	.689	.001*

*indicates significance

The level of Black and White student interaction, the level of understanding between Black and White students, the level of teacher-student interaction and the level of school amity were negatively associated with the level of feelings towards school. The level of student-student interaction was positively associated with the level of feelings towards school. Grade, sex, race, the level of parental attitudes towards school and the level of extra-curricular involvement were not associated with the level of feelings towards school.

Factor 5: Level of Understanding Between Black and White Students

Variable	Coefficient	Multiple R	Significance
Grade	-.075	.275	.001*
Sex	.003	.275	.879
Level of Parental Attitudes Towards School	.056	.275	.001*
Level of Black and White Student Interaction	-.173	.275	.001*
Level of Student-Student Interaction	.028	.284	.122
Level of Feelings Towards School	.068	.290	.002*
Level of Extra Curricular Involvement	.117	.338	.001*
Race	-.161	.354	.001*
Level of Teacher-Student Interaction	.022	.356	.152
Level of School Amity	.181	.416	.001*

*indicates significance

As the grade level increased, the students perceived that the level of understanding between Black and White students decreased. The level of parental attitudes towards school, the level of Black and White student interaction, the level of extra-curricular involvement and the level of school amity were positively associated with the level of understanding between Black and White students. The level of feelings towards school and race were negatively associated with the level of understanding between Black and White students. Sex, the level of student-student interaction and the level of teacher-student interaction were not associated with the level of understanding between Black and White students.

Factor 6: Level of Parental Attitudes Towards School

Variable	Coefficient	Multiple R	Significance
Grade	-.042	.031	.001*
Sex	-.003	.033	.890
Level of Black and White Student Interaction	.044	.174	.130
Level Student-Student Interaction	-.015	.209	.461
Level of Understanding Between Black and White Students	.075	.210	.001*
Level of Feelings Towards School	-.034	.241	.177
Level of Extra-Curricular Involvement	.079	.250	.001*
Race	.192	.271	.001*
Level of Teacher-Student Interaction	-.192	.358	.001*
Level of School Amity	-.111	.376	.001*

*indicates significance

As the grade level increased, the students perceived less positively, the level of parental attitudes towards school. The level of understanding between Black and White students, the level of extra curricular involvement and race were positively associated with the level of parental attitudes towards school. The level of teacher-student interaction and the level of school amity were negatively associated with the level of parental attitudes towards school. Sex, the level of Black and White student interaction, the level of student-student interaction and the level of feelings towards school were not associated with the level of parental attitudes towards school.

Factor 7: Level of Student-Student Interaction

Variable	Coefficient	Multiple R	Significance
Grade	.013	.197	.011*
Sex	.034	.199	.082
Level of Parental Attitudes Towards School	-.012	.237	.461
Level of Black and White Student Interaction	.136	.245	.001*
Level of Understanding Between Black and White Students	.029	.255	.122
Level of Feelings Towards School	.201	.470	.001*
Level of Extra-Curricular Involvement	.041	.470	.005*
Race	-.038	.471	.159
Level of Teacher-Student Interaction	-.059	.492	.001*
Level of School Amity	-.218	.547	.001*

*indicates significance

As the grade level increased the students perceived more positively the level of student-student interaction. The level of Black and White student interaction, the level of teacher-student interaction and the level of school amity were negatively associated with the level of student-student interaction. The level of feelings towards school and the level of extra-curricular involvement were positively associated with the level of student-student interaction. Sex, race, the level of parental attitudes towards school and the level of understanding between Black and White students were not associated with the level of student-student interaction.

Factor 8: Level of School Amity

Variable	Coefficient	Multiple R	Significance
Grade	-.001	.162	.933
Sex	-.030	.163	.222
Level of Parental Attitudes Towards School	.134	.317	.001*
Level of Black and White Student Interaction	.402	.469	.001*
Level of Student-Student Interaction	-.346	.624	.001*
Level of Understanding Between Black and White Students	.292	.655	.001*
Level of Feelings Towards School	-.581	.751	.001*
Level of Extra Curricular Involvement	.143	.757	.001*
Race	.024	.757	.479
Level of Teacher-Student Interaction	.306	.780	.001*

*indicates significance

The level of parental attitudes towards school, the level of student-student interaction and the level of feelings towards school were negatively associated with the level of school amity. The level of Black and White student interaction, the level of understanding between Black and White students, the level of extra-curricular involvement and the level of teacher-student interaction were positively associated with the level of school amity. Grade, sex and race were not associated with the level of school amity.

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings and Conclusions

The following findings and conclusions are the result of a systematic analysis of the results of the chi-square test of significance and the percent of affirmative responses for each item.

1. Black and White students perceived that their parents and teachers were concerned about their academic and personal growth. (Items 18, 19, 20, 22, 23, 51, 52, 54, 55, and 61).
2. The vast majority of Black and White students perceived that they had made friends with students of the opposite race. (Item 82).
3. Black and White students perceived that they had made friends since coming to their school. In addition, they perceived that they had enough time to see their friends during and after school. (Items 11, 13, 14, 16 and 68).
4. The vast majority of Black and White students perceived that they had worked harder and learned more this year. Moreover, the perceptions of Black students indicated they felt the work was harder this year than last year. (Items 86, 87, 96 and 97).
5. The perceptions of Black and White students indicated less understanding of why students were transferred for desegregation this year compared to last year. (Item 93).
6. Black and White students perceived that there was interaction between students of the opposite race in the halls and at lunch. However, if given the opportunity they interacted more often with students of the same race. (Items 5 - 10).
7. Black students perceived less positively than the White students that the teachers wanted them in the township schools. However, both groups perceived that the teachers wanted the White students in the township schools. (Items 25 and 26).
8. White students tended to perceive equal treatment by teachers in a more positive manner than Black students. (Items 29, 30, and 31).
9. White students perceived they wanted to be in their school and they wanted to return to the school district next year in a more positive manner than Black students. However, Black and White students perceived more positively this year than last year, that the Black students wanted to be in the township schools. (Items 43, 56, 58, and 59).
10. White students felt more proud of their school this year than Black students. (Item 69).
11. Black students perceived distance as a factor which precluded, parental and their own involvement in school activities. (Items 37, 46, and 53).
12. White students perceived their school less crowded this year than last year. (Item 88).
13. Black and White students perceived that the teachers wanted to be at their school. (Item 27).
14. Black and White students perceived school as important. (Item 42).
15. Student desegregation is perceived to be a facet of school life. Moreover, Black and White students perceived that the Black students will return to the township schools next year. (Item 60).

16. Black and White students perceived themselves as having a positive self concept. (Items 70, 71, 72 and 79).
17. The vast majority of Black and White students perceived that they were not afraid of students of the opposite race at the beginning of the school year or at the present time. (Items 80 and 81).
18. Black students perceived that there were not enough Black teachers in their school. However, 55% of the surveyed White students disagreed. (Item 101).
19. A relatively high percent of Black and White students perceived that school had changed a lot from last year. Although, more Black students perceived school was more fun last year, this is a decrease from their percent of affirmative responses in the 1982 study. (Items 63 and 84).
20. Although the percent of affirmative responses was moderate, little difference existed between the perceptions of Black and White students as to whether both groups knew as much as the other at the beginning of the school year. It should be noted that this is a positive increase in the percent of affirmative responses for White students over the two year period. (Item 85).
21. Although the percent of affirmative responses tended to be moderate, a large difference existed between the responses of Black and White students as to whether Black or White students fought more. However, White students perceived fewer fights at their school this year than last year. (Items 90 and 91).
22. Black students perceived that their parents strongly approved of their going to school in the townships, while White students perceived that their parents moderately approved of students being transferred to the township schools for desegregation. (Item 94).
23. Black and White students perceived they were not punished because their bus was late. (Item 32).
24. A large difference existed between the percent of affirmative responses of Black and White students as to whether they liked the music that was played at their school. (Item 103).

Unless noted in the above, the perceptions of Black and White students tended to remain relatively unchanged this year as compared to last year.

Commendations and Recommendations

Effective schooling does not occur by chance. The educational leaders from the participating school districts are exuding those qualities which assist in providing quality educational experiences for all students. To this end, several comments are noteworthy. This study gives rise to the following COMMENDATIONS for the participating school districts.

1. Black and White students perceived school as important. They perceived that they had worked harder and learned more this year. (Items 42, 86, 87, 96 and 97).
2. Black and White students perceived that their parents and teachers were concerned about their academic and personal growth. (Items 18, 19, 20, 22, 23, 51, 52, 54, 55 and 61).
3. School amity is favorable. Black and White students perceived that they had made friends with

students of the opposite race. In addition, both groups perceived they had enough time to see their friends during and after school. (Items 11, 13, 14, 16, 68 and 82.)

4. Black and White students perceived themselves as having a positive self-concept. (Items 70, 71, 72 and 79.)
5. Black and White students perceived that the teachers wanted to be at their school. (Item 27.)

The following RECOMMENDATIONS should serve to assist public school administrative leaders in adhering to not only judicial mandates, but, more importantly to an esprit de corps. The involved school districts should consider the following recommendations.

1. A continuing program of staff and student development needs to be established and maintained in the school districts to ensure that mutual benefits may be derived from contacts among staff, students and parents. (Conclusions 1, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17 and 19.)
2. An assessment of available multicultural materials in all curricular areas should be developed, implemented and evaluated on an ongoing basis. (Conclusion 24.)
3. No parent or student compelled to participate in involuntary busing should be left without a clear understanding of why the court deems such a sacrifice necessary. This is the responsibility of both the school district and the community. (Conclusions 5, 15 and 22.)
4. The philosophy and practice of the school districts must be reflective of and reinforce those characteristics of academic excellence and equity. (Conclusions 4, 6, 7, 9, 10 and 18.)
5. The school districts need to continue taking affirmative steps in the recruitment of minorities to assume staff positions. (Conclusion 18.)
6. The school districts need continued focus on the development, revision and communication of firm, fair and consistent disciplinary codes and practices. (Conclusions 8, 21 and 23.)
7. The school districts need to develop and maintain effective accountability procedures for students, parents and educators. (Conclusions 1, 4, 14 and 20.)

In summation, steps should be taken to insure that educators are sensitive to factors surrounding parental and student concerns within the desegregation milieu. With deference to the recommendations, conclusions 11 and 12 were not addressed. However, the aforementioned comment should be considered in light of all the stated conclusions.

A FINAL NOTE

Comparatively speaking, little scientific research has been done concerning the social phenomenon of school desegregation, irrespective of its major significance and widespread incidence. This study is among the few which will assist educational leaders in speaking with authority about school desegregation as a social process, evolving student perceptions, and the degree of perceived success or failure.

On the basis of questions emanating out of this study which have not been answered because of the research's limitations, purpose and scope, several issues stand out as worthy of further consideration and subsequent inquiry. Attitudinal studies of this type, conducted in a variety of communities, utilizing methodology, procedures, and instruments, similar to those used in this study, are needed to further validate the presence, importance, and relationship of such principles or factors. Studies such as these are essential to the development of curricula that are multicultural and pluralistic as well as contributing to a body of knowledge that will assist social scientists in helping educators predict the possibilities for success in specific situations of social change.

Now that the initial staff development period has passed so that teachers and administrators feel more comfortable in dealing with Black students, a new survey instrument should be prepared. This new instrument would assess the current attitudes and needs of students and staff utilizing a Likert-type scale, which would yield more specific responses than does a binary scale. Staff and students, we are certain, would welcome recommendations to their identified concerns which would include possible alternatives to employ in a given situation.

Of main concern is that as a result of desegregation, all students are afforded the opportunity of acquiring the highest quality education possible, in an equitable manner. A suggested method of evaluating whether this is being realized, is by means of conducting a longitudinal study of cognition and socialization among students in the participating school districts. In essence, the proposed longitudinal study would yield data on school and community attrition, contribute to an increase in statistical power and provide a fairer estimate of desegregation's impact on students.

This research demonstrates a working model within which public schools through administrative leadership, have joined together with university, and foundation support in order to effectuate positive change in the educational environment. The tripartite relationship puts the participants on the "cutting edge" of knowledge production and subsequent utilization by educational leaders.

In summary, it must be clearly understood, that successful school integration programs must be carefully planned and executed over a number of years, but with "all deliberate speed." Prejudice, like the hydra of mythology, may appear to have had its ugly head severed in the first light of reason; but just as certainly it will re-emerge with two heads unless it is killed at the body of the beast. The sword is truth and we place it into the hands of the educators each year. A continuing needs assessment program, coupled with staff development addressed to specific needs on the part of the staffs, will ensure that that sword is being used in the true spirit of the court's intent

APPENDIX A

Legal History of Desegregation in the United States

Introduction

Since the inception of the United States, the citizenry has aspired to far more than its own survival. Its people have assigned themselves a nobler destiny, justified by a higher moral standing, than impartial scrutiny might confirm. Seemingly, this success added high luster to their character, and when Americans looked into the mirror, they admired with uncommon keenness what they saw.[1]

Conversely, the schools in America are being assailed from almost every possible direction and critic. One current reminder of this is the "scathing" report A Nation at Risk,[2] released on Tuesday, April 26, 1983, which depicts the state of education in the United States. It appears schools are perceived not only as agents for formally educating the citizenry, but also as the avant garde for abating injustices, discrimination, poverty, unemployment, and a welter of other perennial social problems. As citizens of this nation, we would like to believe that current and future generations will be free of many social problems that have characterized our country's past.[3] This moral offensiveness has engendered much attention.

Prior to and since Brown v. Board of Education,[4] the history of desegregation in this nation has been characterized as the most invidious form of public policy. One has only to peruse the annals of history for substantive documentation of this. The contemporary judicial landscape is cluttered with school desegregation decrees, many enmeshed in controversy. Now, almost three decades since the Brown decision, desegregation and integration of this nation's schools, remain as two of the most vexing societal problems in the United States. Keeping in mind that "(o)ne of the remarkable aspects of the Brown case is that it challenged the notion that segregation may be compatible with equality in the context of an institution at the core of the American way of life."[5] This is not to suggest that no progress has been made, only that the constitutional interpretation changed much more than the schools. In practice, the decision failed as Brown II[6] (1955) did, to inspire reform in the schools with all "deliberate speed."

Likewise, current Federal initiatives strongly suggest that there will be a waning of support for various elements of desegregation and more support for such concepts as "neighborhood"[7] and "freedom of choice"[8] schools. Although already ruled upon by the U.S. Supreme Court, these may be re-analyzed in terms of some other policy options. Clearly, throughout recent history, a divergence of thinking and action is apparent among the various federal governmental branches. These have ranged from the administrative pronouncements of Eisenhower to Reagan to the judicial pronouncements of Warren to Burger, thus effecting a modicum of school desegregation policy.

The Law and Desegregation

School desegregation must be understood within the context of legal, political, administrative, and social forces operating within the United States. This matrix of factors continues to raise novel problems for not only the litigants, but also for the judges involved in school desegregation and other constitutional litigation. Unless these factors are placed in appropriate juxtaposition, desegregation policy and subsequent actions will be thwarted in the forseeable future.

It provides some perspective, if little comfort, to recall that resistance to desegregation as a significant link in the move towards integration did not begin in 1954, but has roots in the historical fiber of this country. For example, in Massachusetts 196 years ago (October 17, 1787), the legislature

established public schools for the poor and ignored a petition seeking schools for Black children.[9] Also see Roberts v. City of Boston, in which Chief Justice Lemuel Shaw delivered a decision that said in part: "The Law had not created and could not alter the deep-rooted prejudices which sanctioned segregation." This set the stage for Jim Crow schools in Boston in 1849. The current turmoil can be traced back to the 1787 Northwest Territory Ordinance that was to abolish slavery in the territory. Many historians contend that the 1857 Dred Scott decision was one factor which contributed to the Civil War. In this case, the Supreme Court ruled that it did not have the power to exclude slavery from the territories. The Plessy v. Ferguson case in 1896 established the "separate but equal" doctrine which applied to public accomodations ranging from the schools, to transportation facilities, and to housing.

With this legacy of ambiguity and heated racial issues as a backdrop, the United States Supreme Court rendered the now classic Brown decision. However, the fact that much surgery has had to be performed repeatedly demonstrates the magnitude of the problem. When the Supreme Court ruled that segregation of school children on the basis of race was unconstitutional, the official law per se changed much more significantly than the schools.[10] Brown (1972) has discussed how the decision was of monumental importance, despite the shortcomings of the Court's decree, that is, the failure to order schools to integrate immediately and set guidelines for racial integration. Some of the important breakthroughs were (1) in breaking down the wall of physical and psychological isolation between the races that produced among Blacks a feeling of inferiority and despair; (2) in opening the doors for the elimination of racial barriers in other areas of public life; and (3) in producing among Blacks a hope for a new way of life in the United States.[11] The decision failed, as Brown II (1955) also did, to generate "deliberate speed" reform.[12]

It was not until ten years after Brown I that Congress passed legislation, the Civil Rights Act of 1964,[13] designed to enlist the support of local and state governments for the constitutional requirements of Brown I and II. Under Title IV, the Department of Health, Education, and Welfare assumed the responsibility for monitoring and reporting on desegregation efforts in public schools. Technical and financial assistance were also authorized for school districts engaged in desegregation. The role of the Attorney General was expanded; he could bring suit against a college[14] or public school system engaged in discriminatory practices on behalf of citizens unable to bring private suits.

Perhaps the most important aspect of the Civil Rights Act was Title VI, which generated most of the desegregation activity of the sixties and early seventies. This Title stipulated that no program, agency, or activity receiving federal financial assistance could discriminate against anyone on the basis of race, color, or ethnic background. More importantly, the enforcement of Title VI by the Department of Health, Education, and Welfare enabled such progress as was made to occur.

While Congress was moving toward the elimination of segregation, "it was already becoming embroiled in disputes which would change the posture of the majority to one of hostility toward the courts and school desegregation."[15] In essence, the tactics used by Congress to gain support for desegregation became the means which would nuture the development of congressional resistance toward desegregation. Also, attention was given to the difference between de facto and de jure segregation -- de facto segregation occurring as if legally constituted, and de jure segregation enforced by law. This distinction was to provide the fuel

for those bent on moving the clock back to the "separate but equal" era.

Even after the passing of the Civil Rights Act, "dynamic gradualism" was used for legal circumvention and civil disobedience to desegregation, and acts of noncompliance were responded to with reluctance and half-hearted enforcement. This is not to say that Blacks and other minorities have not progressed any since 1954, only that those who viewed the Brown decision as an official condemnation of racial apartheid[16] assumed too much with regard to public schooling.

The Brown decision was based on the findings that white American society had segregated facilities because black Americans were considered inferior. According to the Court, segregation due to racial origin was, and remains, a violation of the "equal" protection clause as guaranteed by the Fourteenth Amendment. Section 1 of the Fourteenth Amendment states, in part, that "No state . . . shall deny to any person within its jurisdiction the equal protection of the laws." The decision to desegregate the public schools was based on a legal principle promised by the constitution and not on a pedagogic speculation. Thus, the equal protection clause has become the basis for most court actions pertinent to school desegregation.

Recently, many have voiced opposition relative to the expanding role of the courts in formulating educational policy in the desegregation arena. The courts have adjudicated cases representative of various equity issues, that traditionally were resolved by local school district personnel. As a result of sometimes arbitrary and capricious decisions, many came to the fore, challenging the legality of such actions.

Interestingly enough, it was not until the clarion decision of Brown, that the citizens of this nation began to re-analyze certain equity issues with respect to school desegregation. At that point in American history, centuries of legally imposed segregation subsided during a decade of confrontation and compromise. The decision represented the nadir of segregation as well as the zenith for many civil rights upheveals of the mid-twentieth century. However, as history points out,[17]

> It is not enough to simply pass a law or constitutional amendment to correct a past wrong. In practice, the original intent of the law frequently gets circumvented by other laws and certain legal interpretations by the courts. A court is often asked to interpret legislation according to its understanding of the drafters' original legislative intentions. Yet courts at the same time are expected to interpret the law in terms of current public opinion and the conditions. The conflict between these two divergent views often results in a compromise which fails to satisfy the original plaintiff, even if he has proven and won his case. Such "hollow verdicts" were common in the history of the desegregation movement before 1954.

Though the highest court of the land pronounced its landmark decision in 1954, the mood of the nation was such that the court was forced to render a second edict. From the time of the issuance of the Brown II[18] decision in 1955, ordering that the nation's dual school systems be dismantled "with all deliberate speed", until 1971, little was accomplished to require desegregation via court-ordered busing. A slow procession of cases and laws followed Brown, first to require "the only school desegregation plan that meets constitutional standards is one that works" in U.S. v. Jefferson County Board of Education[19], and finally leading to the case of Green v. New Kent County School Board[20] where the Supreme Court made it clear that so-called "freedom of choice" plans were inadequate remedies and that school authorities have an "affirmative duty" to take all necessary steps to eliminate racial discrimination in the schools, "root and branch," by the development of a plan which promises realistically to work.

In the case of Alexander v. Holmes County Board of Education,[21] the court declared that "all deliberate speed" was no longer constitutionally permissible and clearly enunciated that "the obligation of every school district is to terminate dual school systems at once and to operate now and hereafter only unitary schools." However, between the time periods of these two cases, society at large was also dealing with fundamental societal issues, as illustrated by the Kerner Commission;[22] enactment of a fair housing law;[23] and a ruling on housing discrimination.[24]

Finally in 1971, due to the finding of extensive discrimination throughout the school district, the U.S. Supreme Court in a surprising, unanimous decision took a hand and sustained busing as a remedy for unconstitutional segregation. In Swann v. Charlotte-Mecklenburg Board of Education,[25] the Court noted that Federal district courts had broad equitable powers "to eliminate from the public schools all vestiges of State-imposed segregation," and that these powers include the use of mathematical ratios as starting points in shaping remedies and the assignment of students according to race. The decision in Swann was later strengthened by two companion cases: Davis v. Board of School Commissioners[26] and North Carolina State Board of Education v. Swann.[27]

The first major urban school desegregation plan outside the South in Wichita, Kansas, was won by the Department of Health, Education and Welfare during the mid-sixties. Keyes v. School District No. 1[28] in 1973, became the first Supreme Court decision upholding busing outside of the South. In Keyes, the Court addressed the issue of public school segregation by statutory mandate. In essence the decision rendered was that "purpose and intent" to segregate was a key element in identifying illegal segregation. Further, the Court held that "a systematic policy is practiced in a meaningful segment of a school system." The slow pace of desegregation in this case is illustrated by the fact that during 1982, an agreement had been made with the U.S. District Court to implement a modified consensus desegregation plan as expedient for a period of one (1) year only.[29]

By 1974, the case of Milliken v. Bradley[30] had established the requirement that sufficient ground of discrimination or segregation, either intentional on the part of suburban officials or by State action, must be established before the suburbs may be involved in a metropolitan desegregation plan. This requirement was further amplified in the cases of Washington v. Davis[31] and Village of Arlington Heights v. Metropolitan Housing Development Corporation[32] in which it was held that intentional discriminatory intent must be shown before relief can be granted under the Fourteenth Amendment.

The mid 1970's found the Supreme Court ruling in desegregation cases involving the cities of Indianapolis,[33] Austin,[34] Omaha,[35] Milwaukee,[36] and Dayton.[37] These solutions have turned on the question of intent to segregate in regard to the difference between de facto and de jure segregation. In elaborating on its decisions in the Arlington Heights case, the Supreme Court specified six factors for assessing the degree of official discriminatory action:

1. Impact of the action,
2. Historical background,
3. Sequence of events leading to the action,
4. Departures from normal procedural sequence,

5. Departure from the weighing usually given operative factory, and

6. Legislative or administrative history.[38]

Therefore, because of the difficulties involved in proving intent, the progress of busing has often been slowed; and the Supreme Court might even be viewed by some as having retreated on the desegregation issue.

The confusion surrounding the dubious distinction between de jure and de facto segregation becomes somewhat clearer after a review of the opinion written by Mr. Justice Powell. Justice Powell concurred with the majority in part, and dissented in part, but he viewed the de facto/de jure distinction as outliving its time.[39] He further stated that continued reliance on the distinction would lead inevitably to uneven and unpredictable results, to protracted and inconclusive litigation, to added burdens on the federal courts, and to serious disruption of individual school systems.[40] Justice Rhenquist in a dissenting opinion remarked that "the Court had taken a long lead . . . equating individual attendance zones in a district where separation of races was never required by law."[41]

Justice Douglas, in a separate, concurring opinion agreed with Justice Powell "that there is no constitutional difference between de jure and de facto segregation, for each is the product of state action or policies."[42]

In a case very similar to Keyes, Dayton Board of Education v. Brinkman, a district court held officials of the school board guilty of intentional segregation by maintaining an all Black high school (Dunbar) since 1933, through the use of two optional attendance areas. Finally, the school board was shown to have rescinded a resolution passed by the previous board, an action that implied that school officials had intentionally contributed to segregation.[43]

The Sixth Circuit Court of Appeals, relying on the findings in Brinkman suggested that the Court require a district-wide remedy instead of the limited remedy it recommended. The United States Supreme Court overturned the remedy imposed by the Circuit Court of Appeals stating in dicta that "the case for displacement of the local authorities by a federal court in a school desegregation case must be satisfactorily established by factual proof."[44] Mr. Justice Rehnquist further emphasized that:

> the district court must determine how much incremental segregative effect these violations had on the racial distribution of the Dayton school population as presently constituted, when that distribution is compared to what it would have been in the absence of such constitutional violation. The remedy must be designed to redress that difference. . . .[45]

In Dayton, like Keyes, the schools were racially imbalanced. The appellate court noted, "although the phrase "de jure" does not appear in our former opinion, the meaning of that decision is that the Dayton School system has been and is guilty of de jure segregation practices."[46] This reliance on actual proof "of the demographic effects caused within a district by a constitutional violation clearly marks the demise of the Keyes presumptions, which allowed a court to assume that all incremental segregation in a district resulted from the board's intentional constitutional violation."[47]

The U.S. Supreme Court directed the district court to gather more evidence relying on the intent standards set forth in Washington[48] and Arlington[49] to determine whether the school board intended to discriminate against minority students and faculty members.[50] In these two cases, the Court, in dicta, noted that it was necessary to provide proof of a discriminatory purpose as a means of distinguishing

de jure from de facto segregation. The district court was further instructed to shape a remedy commensurate with the extent to which racial segregation had occurred as a result of board action, as compared to the degree of segregation that would have occurred regardless of school board action. The busing plan was, however, ordered to stay in effect until directed otherwise by the district court. Dayton may well represent another shift in the way the court will treat segregation cases.

If one generalizes from Dayton, school officials who have engaged in limited acts of intentional discrimination that resulted in segregation, will be required only to eliminate the segregation that occurred through actions taken by them. "To superimpose the Dayton analysis onto systems that are, as a whole, de jure, however, negates the principles of Green, Swann and Keyes."[51]

The Sixth Circuit Court of Appeals in July, 1978, disagreed with an order by the district court that the Dayton school board had not, in fact, intended to create a racially segregated school system. The Court ruled that the district-wide desegregation plan previously approved be reinstated. In so doing, the circuit court based its decision on two presumptions:

(1) Acts which have a foreseeably segregative effect are deemed to have been intentionally discriminatory.[52]

(2) When intentional segregation exists in a meaningful portion of a school district, segregation in other parts of the district was also intentional.[53]

It is important to note that, on remand, the circuit court still relied on Keyes and found that the test to assess the effects of incremental segregation was inappropriate to de jure segregation.

When the Supreme Court granted certiorari to the United States Court of Appeals for the Sixth Circuit to hear arguments in Dayton Board of Education v. Brinkman[54] some legal commentators believed its ruling in the case would make the distinction between de jure and de facto segregation less ambiguous. To some extent they were correct, for on July 2, 1979, the Court decision did indeed provide new insight into the problems determining de jure segregation.

The Court, in dicta noted that the Sixth Circuit Court of Appeals found that the Dayton Public Schools had functioned in a segregated manner at the time of the Brown (I) decision and that furthermore "the evidence of record demonstrates convincingly that defendants have failed to eliminate the continuing systemwide effects of their prior discrimination and actually have exacerbated the racial separation existing at the time of Brown I."[55] As previously mentioned, this case was remanded to the District Court by the Supreme Court for further review.[56] Based on the District Court's limited findings, the Supreme Court concluded that no basis existed for ordering a systemwide remedy. Justice White in delivering the majority opinion of the Court stated that:

> the District Court should determine(d) how much incremental segregative effect these violations had on the racial distribution of the Dayton school population as presently constituted, when that distribution is compared to what it would have been in the absence of such constitutional violations.[57]

The point is, the remedy imposed must address only the aforementioned difference. Thus, only if a school system has been affected on a systemwide basis may a systemwide remedy be imposed. After reviewing the case anew, the District Court acknowledged that the Dayton schools were segregated "but ruled that the Board's failure to alleviate this condition was not actionable absent sufficient evidence that the

racial separation had been caused by the Board's own purposeful discriminatory conduct."[58]

The Supreme Court noted in dicta that the Court of Appeals in reversing the District Court held that the Dayton public schools were operating in a segregative manner at the time of Brown I. Furthermore, school officials were required constitutionally to eradicate all vestiges of segregation and its effects, and had failed to carry out this responsibility and "that the consequences of a dual system, together with the intentionally segregative impact of various practices since 1954, were of systemwide import and an appropriate basis for a systemwide remedy."[59] The conclusions were based on the Court of Appeals view that the findings of the District Court in some instances were erroneous and the "District Court had made errors of law."[60]

Based on a review of the record, the Court of Appeals concluded" . . . that the Board's intentional segregative practices cannot be confined in one distinct area; they infected the entire Dayton public school system."[61]

The Supreme Court noted that given the segregative nature of the public schools in Dayton in 1954, "the Court of Appeals was quite right in holding that the Board was thereafter under a continuing duty to eradicate the effects of that system, . . . and that the systemwide nature of the violation furnished prima facie proof that current segregation in the Dayton Schools was caused at least in part by prior intentionally segregative official acts."[62] A point further made in this case is that Dayton school officials failed to provide evidence which refuted that the existing racial composition of the school population reflected the systemwide impact of the Board's prior discriminatory conduct.[63] Citing Wright v. Council of City of Emporia,[64] the Court stated that it "is the obligation (of the Board) not to take any action that would impede the process of disestablishing the dual system and its effects."[65] According to the Court, Dayton school officials engaged in activities that had the consequence of promoting segregation. The District Court did not consider this a constitutional violation because there was no evidence of continued discriminatory purpose. However, the standard used against the post-Brown action of school officials "under an unsatisfied duty to liquidate a dual system is (their) effectiveness, not the purpose of the actions in decreasing or increasing the segregation caused by the dual system."[66] Relying on Keyes and Swann, the Court reasoned that school officials had a responsibility to do more than cease prior discriminatory actions.[67] Furthermore, school officials have an obligation not to use practices which perpetuate or re-establish a segregated system. School officials, on the other hand, have a duty of showing that actions that perpetuated or continued the vestiges of segregation served an important justifiable purpose. Thus, because Dayton school officials failed to provide evidence that refuted the reasoning of the Court of Appeals the Supreme Court affirmed the decision of the Court of Appeals.

The Dayton case in no way totally resolves the questionable distinction between de facto and de jure segregation, it only provides a new approach for determining segregative intent. The introduction of the post-Brown discrepancy test[68] represents a different departure by the Court in reviewing desegregation cases. If school officials are unable to provide evidence that intentional segregation did not exist in their district prior to 1954, they now according to the ruling in Dayton have a continuing duty to eliminate the effects of

segregation in the system.

While some critics will greet the Court's ruling with praise others will argue that this new yardstick places an undue burden on school officials. Regardless of one's viewpoint the affirmation of the Court of Appeals decision by the Supreme Court may well signal a new and complex course in desegregation litigation. Although the Court's decision does not eliminate the dubious distinction between de facto and de jure segregation it does provide new insight into viewing the myriad of problems associated with desegregation.

These comments about the lack of distinction between de jure and de facto are meant to be illustrative of the range of issues that continue to emerge in desegregation litigation. A litany of issues could be identified, but the fact that many interpret recent court decisions concerned with desegregation as a retreat from the initial Brown decision. "Given the latest demonstration of the Court's proclivity to diffuse the issues in school desegregation litigation, the end of it all is nowhere in sight."[69]

Indeed, recent litigation has even served to extend and clarify desegregation law. In the case of Alexander v. Youngstown Board of Education,[70] further amplification of the degree to which a school board may be held liable for maintaining a segregated school system was made. In this particular action, which sought to desegregate the Youngstown Ohio Public Schools, the district court held that, except for the narrow area of teacher and supervisory assignments, the school system was not segregated.[71] On appeal, the Court of Appeals upheld the district court, further adding that state officials could not be held liable for failure to investigate conditions in the school district. A rehearing was denied on June 11, 1982.

The burden of proof again was placed on the plaintiff in this matter; and again, plaintiffs were unable to show that racial discrimination was the motivating factor in the school board's actions.[72] In reaching its decision, the district court went back as far as a 1921 school survey in an attempt to identify a pattern of historical discrimination.[73] The court did not find such evidence. This instance illustrates the extent to which the courts are still pursuing the last vestiges of discrimination.

United States v. School District of the City of Ferndale, Michigan[74] very clearly indicates the Sixth Circuit's stand on segregation allowed to continue following the drawing of mandatory attendance zone boundaries. In this particular instance, the city of Ferndale's school district fixed mandatory boundaries around a new school while making them coincide with the only area in the district which had no restrictions against black occupancy. The school remained all-black, a new staff of black teachers was hired for the school, and any transfers to the surrounding three schools after the school became overcrowded were not allowed. HEW decided to cut off Ferndale's federal funds in 1969. In the original suit relief was granted and the district ordered to desegregate.[75]

On appeal, the district judge upheld a motion for dismissal of charges, citing that even though there were several instances of intentional segregation in the past, the establishment of the school in question in 1926 was as a "neighborhood school" and the establishment was made on a "neutral" basis. The district court further held that any instances of discrimination had been "attenuated" in effects so that no present findings of segregation were possible. The Sixth Circuit reversed the findings of the district

judge and remanded the case for appropriate relief.[76]

In Cincinnati[77] an interesting twist in the evolution of desegregation law has provided an interesting problem involving the doctrine of res judicata: Can plaintiffs be prevented from bringing actions against a school board if the issue to be resolved has apparently been settled in a previous judgement involving the same school board? The matter to be resolved involved whether the board's pre-1954 remote and intentionally segregative practices led to racial imbalance in contravention of the state law. This matter was not litigated in the first desegregation case in Cincinnati because desegregation litigation at the time had not evolved to the extent that it could identify that issue as a basis for desegregation action. The court held that the plaintiffs should not be barred from seeking adjudication of the issue in this second suit. As such, this case should encourage others to reopen other suits in light of almost thirty years of evolution in desegregation litigation.

This is not to say that a district, once judged in violation of Brown and subsequently under orders to desegregate, must resubmit desegregation plans endlessly. In 1976, the city of Philadelphia initiated a voluntary desegregation plan which has subsequently left a number of racially identifiable schools in spite of pairing and clustering. When the Pennsylvania Human Relations Commission brought the Philadelphia School District to court, the Commonwealth Court ruled that the school system would not be required to submit a new plan, but merely to modify its existing plan to achieve more comprehensive desegregation.[78]

Indeed, the courts will often go to great lengths to avoid busing and will attempt to achieve desegregation through alternative methods. One case in point is Smiley v. Blevins[79] in which a school district in Texas has been granted a modification of the original desegregation plan utilizing a magnet school. The court held that even though the plan did not meet the original timetable imposed, the progress achieved by the magnet school was more reasonable than the alternative involving the busing of some kindergarten and first grade children.

This is not to say that all of the people are happy about desegregation and have all agreed to work hand-in-hand with the courts. Many are using their status as taxpayers to challenge the courts regarding desegregation. In the case of McKinney v. Oxnard Union High School District Board Trustees[80] taxpayers attempted to block implementation of a desegregation proposal by claiming that improper notice was given to the public and that parents didn't have a chance to be involved in the development of the desegregation plan. The Supreme Court of California upheld the school district, finding that it had tantially complied with the requirements of a public notice by informing the parents of all students then attending the district high school of the proposal.

In another California action, Crawford v. Board of Education of the City of Los Angeles,[81] and in a companion case, Washington v. Seattle School District No. 1,[82] challenges were raised as to the constitutionality of busing beyond neighborhood schools as a result of amendments to state constitutions voted by the populations of these respective states. In Crawford, the original roots of the case go back to 1970 when the Los Angeles Unified School District was found by the state court to be in violation of both the State and Federal Constitutions and was ordered to desegregate. The California Supreme Court affirmed, but based its decisions only upon the Equal Protection Clause of the California State Constitution barring

de facto as well as de jure segregation. In 1979, the voters of the State approved an amendment (Proposition I) which provided that state courts shall not order mandatory busing unless a federal court would be permitted to do so under federal law to remedy a violation of the Equal Protection Clause of the Fourteenth Amendment.

Under Proposition I, the District requested a halt to all mandatory reassignment and busing. The California Court of Appeals reversed the trial court, which had denied the request, and held that Proposition I is constitutional and that it bars those parts of the plan involving mandatory reassignment and busing.

The United States Supreme Court held that Proposition I does not violate the Fourteenth Amendment. In upholding the ruling of the California Court of Appeals, the U.S. Supreme Court felt that the intent of Proposition I was to preserve the educational benefits of neighborhood schooling, and that discriminatory intent on the part of millions of voters was purely speculative.

The State of Washington had passed a similar amendment to its constitution to prohibit the use of mandatory busing for purposes of racial integration in its public schools. This amendment (Initiative 350) prohibits any school board from assigning any student to any school other than the one geographically nearest to his home. Exceptions are made for special programs, overcrowding, lack of facilities, or unsafe conditions. The Seattle School District, which had enacted a plan for the desegregation of its school in 1978, brought suit against the State, challenging the constitutionality of Initiative 350 under the Equal Protection Clause of the Fourteenth Amendment.

The District Court held that the Initiative was unconstitutional on the grounds that it established an impermissible racial classification as it permitted busing for non-racial reasons while prohibiting it for racial reasons. The Ninth Circuit Court of Appeals affirmed.

The U.S. Supreme Court, in affirming the Court of Appeals, cited the case of Hunter v. Erickson[83] as controlling. The Court held that Hunter had not been overturned by either Washington v. Davis or Arlington Heights. This case, like Hunter, was based upon the fact that an attempt had been made to use explicit racial criteria to define a community's decision-making structure. Thus, the legislation directly involved an invidious curtailment of those processes involved and developed to protect minorities. The Hunter principle, which states that meaningful and unjustified distinctions based on race are impermissible, is still in operation.

At the federal level, an attempt was made by public school students to challenge the constitutionality of amendments which prevent the Department of Health, Education, and Welfare from requiring transportation of pupils to a school other than the one nearest his/her home.[84] The District Court of the District of Columbia denied relief, and the case was appealed to the United States Court of Appeals, District of Columbia Circuit.

The Court of Appeals held that such amendments did not improperly interfere with governmental obligation not to support segregated schools. Also, absent evidence of discriminatory intent, an inquiry into legislative intent was not warranted.

Of final interest is a Tenth Circuit case involving, of all parties, the Board of Education of Topeka, Kansas.[85] Here two black students brought suit against the Board of Education of the Topeka Unified School

District 501, claiming that the board failed to comply with the desegregation program required by the Supreme Court. The Tenth Circuit Court of Appeals affirmed the lower court's decision that the students were not entitled to bring action individually while an original action was still pending.

Ironically, the new "original" action is entitled Brown v. Board of Education[86] and its issues are the same as those raised by these two black students. The students have been invited to file petitions for intervention in this case. One can only speculate as to what path this potential Brown III will blaze for America? Will we finally see a truly integrated America, or only again come face-to-face with our own inadequacies?

The Uncertain Future

The authors contend that Court decisions can serve as a guide for determining whether access to equal educational opportunity will become a reality for all Americans two decades hence. Past Court decisions, in general, tend to foreshadow future events. Thus, we can expect segregation to continue as one of the nation's more pressing problems. "Tenuous as the art for predicting the future is, this speculation appears relatively assured, if the slow judicial momentum so evident in recent court decisions represents the trend of the future."[87]

The Swann, Keyes, and Dayton rulings at one time or another appeared all to signal the directions the Supreme Court was taking in the area of desegregation. But a close review of these and related cases reveals the seemingly simple difference between the two terms, de facto and de jure, continues to resist a clear definition. Furthermore, the variation in rulings among circuit courts regarding the Brown mandate adds to the confusion surrounding the complex area of desegregation.

As previously noted, recent actions of the Supreme Court have provided new insight into clarifying the legal standards for ascertaining whether or not the requisite segregative intent is present in a particular school case.[88] In Davis, Arlington, and Dayton, the Court suggested ways to determine possible intent, but it did not eliminate reliance on any other potential tests.[89]

In sum, while deciding on the legal issues in question, the U.S. Supreme Court has not provided a clear course for those bent on the elimination of segregation in our schools. It is possible, though, to discern a direction. That direction requires the plaintiff to amass data and prove beyond a reasonable doubt that governmental action created, and governmental officials intended to create, segregation. This requirement places a heavy burden of proof on the plaintiff, but it will also more than likely entail an equal effort on the part of those who want the Equal Protection Clause to become operational. Whether or not it was the intent of the Brown decision to eradicate segregation regardless of the method used to bring it about or simply to guarantee that each child have access to an equal education, the courts must put the distinction between de jure and de facto segregation behind and focus on the elimination of segregated school systems. Regardless of the intention of Brown, it is clear that such resolution would be well within the spirit of Brown.

> It is inconsistent that with a Constitution proclaiming equal protection of the laws, and a Court apparently interested in attaining nation-wide unitary school systems, the right of school children to an equal educational opportunity should be based on an artificial distinction between sources of segregation, rather than on the existence of substantial racial imbalance. Although racial imbalance may result from social and economic determinants of

private residential choice, such imbalance nonetheless results in the same harm to segregated students which prompted the Court's decision in Brown v. Board of Education.[90]

Certain minority communities have even come forth with the charge that the Supreme Court is actually trying to hamper their access to the courts in exercising their equal protection rights in education.[91] This is probably because of the realization among minority groups of the extensive time and cost involved in trying to meet the complex proof requirements before a sufficient case of discrimination can be assembled. Jack Greenburg, the NAACP's Legal Defense and Educational Fund Director, has even gone so far as to draw the conclusion that the Court is currently assessing its own actions in light of public opinion polls and is questioning the potential benefits of integration.[92] Educational and community leaders continue to wonder what direction this line of reasoning will eventually take with respect to the issue of desegregation.

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[11]F. Brown, "Problems and Promises of Urban Public Schools," The Journal of Negro Education, Summer 1975, at 249.

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[13]In October 1970 the U.S. Civil Rights Commission published its first comprehensive evaluation of the Federal Government's effort to end discrimination against American minoirities. Subsequently Volumes II-VI have been published. Soon to be published is Volume VII, the final one of this report, on federal civil rights efforts in the area of policy-making. These are available through the U.S. Commission on Civil Rights-Publication Division-1121 Vermont Avenue, NW-Washington, D.C. 20425.

[14]See the May 10, 1976 and other issues of The Chronicle of Higher Education for additional information on the status of the suit against the University of Maryland. This suit was initiated by the Office of Civil Rights regarding various discriminatory practices at this University.

[15]Twenty Years After Brown: Equality of Educational Opportunity. A Report of the U.S. Commission on Civil Rights, March 1975. However, in Alexander (see footnote 2), the Court ruled that the constitutional right of children to a desegregated education could no longer be postponed and that the "all deliberate speed" standard for desegregation enunciated in Brown II was no longer constitutionally permissable.

[16]Derrick A. Bell, Jr., "The Real Cost of Racial Equality," Civil Liberties Review, Summer 1974, at 84.

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[18]Brown, Supra note 1 at 493.

[19]372 F2d 836 (5th Cir. 1966).

[20]Green, Supra note 4.

[21]396 U.S. 19 (1969).

[22]Report of the National Advisory Commission on Civil Disorders, New York: Bantam Books, 1968 at 1.

[23]42 U.S.C Sections 3601-3619, 3631 (1970). Housing and Urban Development Action of 1968, 82 Stat. 476. It is instructive to point out that the aforementioned Fair Housing Law of 1968, seems to have been the most recent positive step toward societal integration.

[24]Jones V. Mayer, 392 U.S. 409 (1968).

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[39]Keyes, supra note 17 at 236.

[40]Id. at 235.

[41]Id. at 265

[42]Id. at 216.

[43]Dayton Board of Education, supra note 26 at 2767.

[44]Id.

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[54]443 U.S. 526 (1979).

[55]Brinkman v. Gilligan, 583 F. 2d 253 (1978).

[56]Dayton, supra note 26 at 526.

[57]Dayton, supra note 26 at 4.

[58]Id. at 5.

[59]Id. at 6.

[60]Id.

[61]Id. at 9.

[62]Id.

[63]Id. at 10.

[64]407 U.S 451 (1972).

[65]Dayton, supra note 26 at 10.

[66]Id. at 11.

[67]Id.

[68]This test is to determine how much incremental segregative effect violations have on the racial distritution of the school population as presently constituted, when compared with what it would have been in the absence of such constitutional violations.

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[91]Desegregation, supra note 40 at 7.

[92]Id.

APPENDIX B

1982 and 1983 Questionnaires

STUDENT NEEDS ASSESSMENT SURVEY

You are being asked to fill out this survey because your thoughts and feelings about desegregation are very important. Your teachers and principal want to know how you feel because they want to make your education as good as possible. Please be as honest as you can and let us know what you're really thinking.

This is not a test. There are no right or wrong answers. We just want to know what is on your mind. Your name is not included on this form, so please answer the questions as you really feel. Thank you for taking the time to help us understand your ideas.

---

(1) Circle the grade you are in:

1 2 3 4 5 6 7 8 9 10 11 12

(2) I am a: _____ Female _____ Male (check one)

(3) My race is: _____ White _____ Black _____ Other

(4) Where did you go to school last year?

_____ In one of the township districts

_____ In Indianapolis

_____ Outside of the Indianapolis area

This instrument was developed by Dr. Robert Wolf from Indiana University in conjunction with the Indiana Department of Public Instruction.

C. _____

B. _____

1982 Resident (White)

1. I can explain what the word "desegregation" means.
2. I think it is a good idea to mix people of different races together.
3. I think that the Black students were brought here so they could get a better education.
4. I think the Black students are here so all students can get to know each other better.
5. I sit next to both Black and White students at lunch.
6. I sit next to mostly Black students at lunch.
7. I sit next to mostly White students at lunch.
8. I talk to both Black and White students in the halls.
9. I talk to mostly Black students in the halls.
10. I talk to mostly White students in the halls.
11. I get to see my friends at school.
12. There is enough time to talk to my friends during school.
13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
15. People are friendly to new students here.
16. I have made many friends since I began coming to this school.
17. The teachers give too much homework.
18. The teachers explain to me how to do my schoolwork.
19. If I have a problem, the teacher will help me.
20. I know what I need to do to get good grades in my classes.
21. If I make a bad grade, the teacher tells me why.
22. I feel that the teachers try to help me at this school.
23. I can go to see the teacher if I have a problem.
24. I feel that the teachers want me here.
25. I think that the teachers want the Black students here.
26. I think that the teachers want the White students here.
27. I think that my teachers want to be here.
28. I feel that the teachers at this school understand me.

1982 Non-Resident (Black)

1. I can explain what the word "desegregation" means.
2. I think it is a good idea to mix people of different races together.
3. I think that the Black students were brought here so they could get a better education.
4. I think the Black students are here so all students can get to know each other better.
5. I sit next to both Black and White students at lunch.
6. I sit next to mostly Black students at lunch.
7. I sit next to mostly White students at lunch.
8. I talk to both Black and White students in the halls.
9. I talk to mostly Black students in the halls.
10. I talk to mostly White students in the halls.
11. I get to see my friends at school.
12. There is enough time to talk to my friends during school.
13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
15. People are friendly to new students here.
16. I have made many friends since I began coming to this school.
17. The teachers give too much homework.
18. The teachers explain to me how to do my school work.
19. If I have a problem, the teacher will help me.
20. I know what I need to do to get good grades in my classes.
21. If I make a bad grade, the teacher tells me why.
22. I feel that the teachers try to help me at this school.
23. I can go to see the teacher if I have a problem.
24. I feel that the teachers want me here.
25. I think that the teachers want the Black students here.
26. I think that the teachers want the White students here.
27. I think that my teachers want to be here.
28. I feel that the teachers at this school understand me.

29. The teachers treat Black and White students the same.

30. The teachers are nicer to the Black students.

31. The teachers are nicer to the White students.

32. I have been punished for being late because my bus was late.

33. We talk about famous Black people in our classes.

34. We talk about famous White people in our classes.

35. We have talked about "desegregation" at school.

36. We have talked about why there are new people in our school this year.

37. I would like to do school activities after school but don't because the school is so far away.

38. There are lots of things to do here at school that are fun.

39. There are enough dances and parties at school.

40. I like to come to school.

41. I like to miss school.

42. If the weather is bad, it is all right to miss school.

43. Missing school is all right because it is not important.

44. I want to go to this school district next year.

45. The Black students stay after school for sports, cheerleading and other activities.

46. I stay after school because there are buses that take me home.

47. The Black students come back at night for special events.

48. My parents come to parent/teacher meetings.

49. My parents have talked to some of my teachers.

50. My parents care about my grades.

51. My parents care about my schoolwork.

52. My school is too far away for my parents to visit.

53. My parents care if I come to school.

54. My parents make me do my homework.

55. The White students want the Black students here.

56. The Black students want to be here.

29. The teachers treat Black and White students the same.

30. The teachers are nicer to the Black students.

31. The teachers are nicer to the White students.

32. I have been punished for being late because my bus was late.

33. We talk about famous Black people in our classes.

34. We talk about famous White people in our classes.

35. We have talked about "desegregation" at school.

36. We have talked about why there are new people in our school this year.

37. I would like to do school activities after school but don't because the school is so far away.

38. There are lots of things to do here at school that are fun.

39. There are enough dances and parties at school.

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47. The Black students come back at night for special events.

48. My parents come to parent/teacher meetings.

49. My parents have talked to some of my teachers.

50. My parents care about my grades.

51. My parents care about my schoolwork.

52. My school is too far away for my parents to visit.

53. My parents care if I come to school.

54. My parents make me do my homework.

55. The White students want the Black students here.

56. The Black students want to be here.

57. I think the Black students will be here next year.

58. There is an adult here at school I can talk to if I have a problem.

59. School is more fun this year.

60. School was more fun last year.

61. My school day is too long.

62. I have to get up too early to go to school.

63. I get home very late from school.

64. I have enough time to do all my homework.

65. I have enough time after school to play with my friends.

66. I feel proud about the school I'm going to this year.

67. I feel good about myself.

68. I feel that I can do anything the other students can do.

69. I think that I am important.

70. My teacher makes me feel important.

71. My teacher makes me feel good about myself.

72. The other students help me feel good about myself.

73. The other students treat me like everybody else.

74. The other students make fun of me.

75. I feel different from the other students.

76. The other students are mean to me.

77. I was afraid of the Black students at the beginning of the year.

78. I am still afraid of Black students.

79. I have made some friends with the Black students.

80. I think I understand about Black people better than before.

81. School has changed a lot from last year.

82. The Black students knew as much as I at the beginning of the year.

83. I have to work harder than last year.

84. I have to work less hard than last year.

85. The school is more crowded than my school last year.

86. There are more rules than at my school last year.

57. I think the Black students will be here next year.

58. There is an adult here at school I can talk to if I have a problem.

59. School is more fun this year.

60. School was more fun last year.

61. My school day is too long.

62. I have to get up too early to go to school.

63. I get home very late from school.

64. I have enough time to do all my homework.

65. I have enough time after school to play with my friends.

66. I feel proud about the school I'm going to this year.

67. I feel good about myself.

68. I feel that I can do anything the other students can do.

69. I think that I am important.

70. My teacher makes me feel important.

71. My teacher makes me feel good about myself.

72. The other students help me feel good about myself.

73. The other students treat me like everybody else.

74. The other students make fun of me.

75. I feel different from the other students.

76. The other students are mean to me.

77. I was afraid of the White students when I first came here.

78. I am still afraid of the White students.

79. I have made friends with people at this school.

80. I think I understand White people better than before.

81. School is more fun this year.

82. It was more fun at my school last year than this year.

83. My school day is much longer than last year.

84. I do not like to go to school so far away from home.

85. My parents do not like me being so far away from home.

86. I think the bus rides are too dangerous.

87. There are more fights than at my school last year.

88. The Black students fight more than other students.

89. The Black students talk back to the teachers more.

90. The Black students take care of their things and the school like the other students do.

91. Someone explained to me why the Black students are here.

92. My parents approve of the new students from Indianapolis coming here.

87. I am learning more here than at my school last year.

88. The work is harder here than at my old school.

89. I was ready for the work the teachers wanted me to do here.

90. The teachers are stricter here than at my old school.

91. The teachers are nicer than the teachers at my old school.

92. There are enough Black teachers in my new school.

93. There is more to do in my new school.

94. The new school is prettier than my old school.

95. Black music is played at this school.

96. Black music is sung at this school.

97. Someone explained to me why I had to change schools this year.

98. Going to school here will make it easier for other Black students to come here next year.

99. My parents approve of my going to school here.

STUDENT NEEDS ASSESSMENT SURVEY

You are being asked to fill out this survey because your thoughts and feelings about desegregation are very important. Your teachers and principal want to know how you feel because they want to make your education as good as possible. Please be as honest as you can and let us know what you're really thinking.

This is not a test. There are no right or wrong answers. We just want to know what is on your mind. Your name is not included on this form, so please answer the questions as you really feel. Thank you for taking the time to help us understand your ideas.

1. Circle the grade you are in:

2	5	8
3	6	9
4	7	10
		11

2. I am a: (Check One)

_____ female

_____ male

3. My race is: (Check One)

_____ White

_____ Black

_____ Other

This is a revision of the 1981-82 instrument. The revision was completed by the Directors of Desegregation and the State Educational Consultant from the Indiana Department of Public Instruction. (This statement was not included on the original form.)

C. _____

B. _____

S. _____

Revised 1982 - 83

1983 Resident (White)

1. I can explain what the word desegregation means.
2. I think it is a good idea to mix people of different races together.
3. I think that the Black students were brought here so they could get a better education.
4. I think the Black students are here so all students can get to know each other better.
5. I sit next to both Black and White students at lunch.
6. I sit next to mostly Black students at lunch.
7. I sit next to mostly White students at lunch.
8. I talk to both Black and White students in the halls.
9. I talk to mostly Black students in the halls.
10. I talk to mostly White students in the halls.
11. I get to see my friends at school.
12. There is enough time to talk to my friends during school.
13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
15. People are friendly to students here.
16. I have made many friends since I began coming to this school.
17. The teachers give too much homework.
18. The teachers explain to me how to do my school work.
19. If I have a problem, the teacher will help me.
20. I know what I need to do to get good grades in my classes.
21. If I make a bad grade, the teacher tells me why.
22. I feel that the teachers try to help me at this school.
23. I can go to see the teacher if I have a problem.
24. I feel that the teachers want me here.
25. I think that the teachers want the Black students here.
26. I think that the teachers want the White students here.
27. I think that my teachers want to be here.
28. I think that the teachers at this school understand me.

1983 Non-Resident (Black)

1. I can explain what the word desegregation means.
2. I think it is a good idea to mix people of different races together.
3. I think that the Black students were brought here so they could get a better education.
4. I think the Black students are here so all students can get to know each other better.
5. I sit next to both Black and White students at lunch.
6. I sit next to mostly Black students at lunch.
7. I sit next to mostly White students at lunch.
8. I talk to both Black and White students in the halls.
9. I talk to mostly Black students in the halls.
10. I talk to mostly White students in the halls.
11. I get to see my friends at school.
12. There is enough time to talk to my friends during school.
13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
15. People are friendly to students here.
16. I have made many friends since I began coming to this school.
17. The teachers give too much homework.
18. The teachers explain to me how to do my school work.
19. If I have a problem, the teacher will help me.
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25. I think that the teachers want the Black students here.
26. I think that the teachers want the White students here.
27. I think that my teachers want to be here.
28. I think that the teachers at this school understand me.

29. The teachers treat Black and White students the same.

30. The teachers are nicer to the Black students.

31. The teachers are nicer to the White students.

32. I have been punished for being late because my bus was late.

33. We talk about famous Black people in our classes.

34. We talk about famous White people in our classes.

35. We have talked about desegregation at school.

36. I would like to do more school activities after school.

37. My school is too far away to do after school activities.

38. There are lots of things to do here at school that are fun.

39. There are enough dances and parties at school.

40. I like to come to school.

41. I like to miss school.

42. Missing school is all right because it is not important.

43. I want to go to this school district next year.

44. The Black students stay after school for sports, cheerleading and other activities.

45. The White students stay after school for sports, cheerleading and other activities.

46. I stay after school because there are buses that take me home.

47. The Black students come back at night for special events.

48. The White students come back at night for special events.

49. My parent(s) come to parent/teacher meetings.

50. My parent(s) have talked to some of my teachers.

51. My parent(s) care about my grades.

52. My parent(s) care about my schoolwork.

53. My school is too far away for my parent(s) to visit.

54. My parent(s) care if I come to school.

55. My parent(s) make me do my homework.

56. The White students want the Black students here.

29. The teachers treat Black and White students the same.

30. The teachers are nicer to the Black students.

31. The teachers are nicer to the White students.

32. I have been punished for being late because my bus was late.

33. We talk about famous Black people in our classes.

34. We talk about famous White people in our classes.

35. We have talked about desegregation at school.

36. I would like to do more school activities after school.

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49. My parent(s) come to parent/teacher meetings.

50. My parent(s) have talked to some of my teachers.

51. My parent(s) care about my grades.

52. My parent(s) care about my schoolwork.

53. My school is too far away for my parent(s) to visit.

54. My parent(s) care if I come to school.

55. My parent(s) make me do my homework.

56. The White students want the Black students here.

57. The Black students want the White students here.

58. The Black students want to be here.

59. The White students want to be here.

60. I think the Black students will be here next year.

61. There is an adult here at school I can talk to if I have a problem.

62. School is more fun this year.

63. School was more fun last year.

64. My school day is too long.

65. I have to get up too early to go to school.

66. I get home very late from school.

67. I have enough time to do all my homework.

68. I have enough time after school to be with my friends.

69. I feel proud about the school I'm going to this year.

70. I feel good about myself.

71. I feel that I can do anything the other students can do.

72. I think that I am important.

73. My teacher makes me feel important.

74. My teacher makes me feel good about myself.

75. The other students help me feel good about myself.

76. The other students treat me like everybody else.

77. The other students make fun of me.

78. I feel different from the other students.

79. The other students are mean to me.

80. I was afraid of the Black students at the beginning of this year.

81. I am still afraid of the Black students.

82. I have made some friends with the Black students at this school.

83. I think I understand Black people better than before.

84. School has changed a lot from last year.

85. The Black students knew as much as I did at the beginning of the year.

86. I have to work harder than last year.

87. I have to work less hard than last year.

88. The school is more crowded than my school last year.

57. The Black students want the White students here.

58. The Black students want to be here.

59. The White students want to be here.

60. I think the Black students will be here next year.

61. There is an adult here at school I can talk to if I have a problem.

62. School is more fun this year.

63. School was more fun last year.

64. My school day is too long.

65. I have to get up too early to go to school.

66. I get home very late from school.

67. I have enough time to do all my homework.

68. I have enough time after school to be with my friends.

69. I feel proud about the school I'm going to this year.

70. I feel good about myself.

71. I feel that I can do anything the other students can do.

72. I think that I am important.

73. My teacher makes me feel important.

74. My teacher makes me feel good about myself.

75. The other students help me feel good about myself.

76. The other students treat me like everybody else.

77. The other students make fun of me.

78. I feel different from the other students.

79. The other students are mean to me.

80. I was afraid of the White students at the beginning of this year.

81. I am still afraid of the White students.

82. I have made some friends with the White students at this school.

83. I think I understand White people better than before.

84. School has changed a lot from last year.

85. The White students knew as much as I did at the beginning of the year.

86. I have to work harder than last year.

87. I have to work less hard than last year.

88. The school is more crowded than my school last year.

89. There are more rules than at my school last year.

90. There are more fights than at my school last year.

91. The Black students fight more than the White students.

92. The Black students talk back to the teachers more.

93. I understand why students are being transferred for desegregation.

94. My parents approve of students being transferred here for desegregation.

95. I think the bus rides are too dangerous.

96. I am learning more this year than last year.

97. The work is harder this year than last year.

98. I was ready for the work the teachers wanted me to do.

99. The teachers are stricter this year than last year.

100. The teachers are nicer this year than last year.

101. There are enough Black teachers in this school.

102. I am involved in more school activities this year than last year.

103. I like the music that is played at this school.

104. I like the music that is sung at this school.

89. There are more rules than at my school last year.

90. There are more fights than at my school last year.

91. The White students fight more than the Black students.

92. The White students talk back to the teachers more.

93. I understand why students are being transferred for desegregation.

94. My parents approve of my going to school here.

95. I think the bus rides are too dangerous.

96. I am learning more this year than last year.

97. The work is harder this year than last year.

98. I was ready for the work the teachers wanted me to do.

99. The teachers are stricter this year than last year.

100. The teachers are nicer this year than last year.

101. There are enough Black teachers in this school.

102. I am involved in more school activities this year than last year.

103. I like the music that is played at this school.

104. I like the music that is sung at this school.

APPENDIX C

1983 Script

SCRIPT

Student Needs Assessment Survey 1982-83

BACKGROUND INFORMATION

Purpose

The Student Needs Assessment Survey has been developed to measure students needs in newly desegregating school districts in the area of school climate (i.e., teacher/student relationships, student/student relationships, race relations, discipline, security, extracurricular activities, human relations, etc.).

Process

The survey instrument that you will be administering was developed through two major activities. Representatives from all six townships formed a Student Needs Assessment Committee and listed their major areas of concern for students. After this was done, students, teachers, parents, administrators and other community people were interviewed and asked to express their major concerns. The issues from both activities were combined to form the basis for the survey instrument. This process was utilized so that the areas covered in the assessment would be "reality based" and not just a result of assumptions being made about student problems or concerns. The instrument was revised for the 1982-83 school year for the purpose of a follow-up, and comparative study.

Consistent Administration

It is very important that this survey be administered in the most consistent manner possible. Please follow the directions in this script and use it to help answer questions that might be asked.

Survey Categories

The Student Needs Assessment Survey has two versions: one is color coded green for the non-resident township student (the former Indianapolis student), and the other is color coded yellow for the resident township student. There are 104 questions. Questions 1-79 are worded exactly the same. Questions 80-104 cover the same issues but are worded specifically for each group.

Procedures to Follow

A. Please introduce yourself and try to put the group "at ease". Some of them might have been interviewed, so please mention that "students helped" develop this survey. Because the questions cover very sensitive areas, please read the following paragraph to the students.

   This is the second year for this survey. We are asking for your thoughts on many of these things so that we can find out how you feel about them. We are proud of you and our school, and we appreciate your help.

   Read aloud the two paragraphs on the cover of the instrument and leave time for any questions the students might have.

B. Have the students complete the information asked in (1) through (3) only. (The box with C & B & S is for office use only.)

C. Have the students begin to answer the questions. For grades up to 5, please follow the script.

   You will find each question written as it appears in the survey. Below that, there is a "slightly reworded" version that should be read to all students up to grade 5. The reworded version will usually be sufficient for the students to get a better grasp on what is being asked. Some questions, however, have a further explanation under the heading "Intent". This is not to be read to students. It is there for you to get a better understanding of why the question is being asked, so that if a further explanation is needed, you will have a better basis for a more valid reply. The slightly reworded questions should be used with the sixth to eleventh graders if a student asks a specific question about an item. Please use the entire script with an older group if you feel it

is necessary. The script does not have all the answers, but it is an attempt to assist you as much as possible.

D. After completion, please look at sections (1) through (3) on the first page while you are collecting the surveys to be sure they have been completed correctly.

E. Please thank the students for their time and willingness to help.

F. Place the surveys in the envelopes provided and return them to the appropriate location.

Many months of work have preceded this activity. A commitment has been made by each school district to assess student needs and follow through on meeting those needs. You are an important part of that process. Thank you for your assistance and willingness to take time away from your busy schedule.

SCRIPT

(1) I can explain what the word "desegregation" means.

(a) If you can explain what the word "desegregation" means, circle Yes.
(b) If you cannot explain what the word "desegregation" means, circle No.

INTENT - During the student interviews, many students said they understood what desegregation meant, but when asked to explain it, the could not do so.

(2) I think it is a good idea to mix people of different races together.

(a) If you think that it is a good idea to mix people of different races together, circle Yes.
(b) If you think that it is not a good idea to mix people of different races together, circle No.

INTENT - If necessary, please explain that this statement relates to people of different races going to school together, working together, living in the same neighborhood, etc.

(3) I think that the Black students were brought here so they could get a better education.

(a) If you think that the Black students were brought here so they could get a better education, circle Yes.
(b) If you do not think that the Black students were brought here so they could get a better education, circle No.

(4) I think the Black students are here so all students can get to know each other better.

(a) If you think the Black students are here so all students get to know each other better, circle Yes.
(b) If you think the Black students are here for other reasons, circle No.

INTENT - During the student interviews, many students were unclear about the purpose of desegregation and their role in it.

(5) I sit next to both Black and White students at lunch.

(a) If you sit next to both Black and White students at lunch, circle YES.
(b) If you do not sit next to both Black and White students at lunch, circle No.

(6) I sit next to mostly Black students at lunch.

(a) If you sit next to mostly Black students at lunch, circle Yes.
(b) If you do not sit next to mostly Black students at lunch, circle No.

(7) I sit next to mostly White students at lunch.

(a) If you sit next to mostly White students at lunch, circle Yes.
(b) If you do not sit next to mostly White students at lunch, circle No.

(8) I talk to both Black and White students in the halls.

(a) If you talk to both Black and White students in the halls, circle Yes.
(b) If you do not talk to both Black and White students in the halls, circle No.

(9) I talk to mostly Black students in the halls.

(a) If you talk to mostly Black students in the halls, circle Yes.
(b) If you do not talk to mostly Black students in the halls, circle No.

(10) I talk to mostly White students in the halls.

(a) If you talk to mostly White students in the halls, circle Yes.
(b) If you do not talk to mostly White students in the halls, circle No.

(11) I get to see my friends at school.

(a) If you get to see your friends at school, circle Yes.
(b) If you do not get to see your friends at school, circle No.

(12) There is enough time to talk to my friends during school.

(a) If you feel that there is enough time to talk to your friends during school, circle Yes.
(b) If you feel that there is not enough time to talk to your friends during school, circle No.

(13) It is very easy to make friends at this school.

(a) If you think that it is very easy to make friends at this school, circle Yes.
(b) If you feel that it is not very easy to make friends at this school, circle No.

(14) I have lots of friends at this school.

(a) If you have lots of friends at this school, circle Yes.
(b) If you do not have lots of friends at this school, circle No.

(15) People are friendly to students here.

(a) If you think that people are friendly to students here, circle Yes.
(b) If you think that people are not friendly to students here, circle No.

(16) I have made many friends since I began coming to this school.

(a) If you feel that you have made many friends since you began coming to this school, circle Yes.
(b) If you feel that you have not made many friends since you began coming to this school, circle No.

(17) The teachers give too much homework.

(a) If you feel that the teachers give too much homework, circle Yes.
(b) If you feel that the teachers do not give too much homework, circle No.

(18) The teachers explain to me how to do my schoolwork.

(a) If the teachers explain to you how to do your schoolwork, circle Yes.
(b) If the teachers do not explain to you how to do your schoolwork, circle No.

(19) If I have a problem, the teacher will help me.

(a) If the teacher will help you with a problem, circle Yes.
(b) If the teacher will not help you with a problem, circle No.

(20) I know what I need to do to get good grades in my classes.

(a) If you know what you need to do to get good grades in your classes, circle Yes.
(b) If you do not know what you need to do to get good grades in your classes, circle No.

(21) If I make a bad grade, the teacher tells me why.

(a) If the teacher tells you why you made a bad grade, circle Yes.
(b) If the teacher does not tell you why you made a bad grade, circle No.

(22) I feel that the teachers try to help me at this school.

(a) If you feel that the teachers try to help you at your school, circle Yes.
(b) If you feel that the teachers do not try to help you at your school, circle No.

(23) I can go to see the teacher if I have a problem.

(a) If you can go to see the teacher when you have a problem, circle Yes.
(b) If you cannot go to see the teacher when you have a problem, circle No.

(24) I feel that the teachers want me here.

(a) If you feel that the teachers want you here, circle Yes.
(b) If you feel that the teachers do not want you here, circle No.

(25) I think that the teachers want the Black students here.

(a) If you feel that the teachers want the Black students here, circle Yes.
(b) If you feel that the teachers do not want the Black students here, circle No.

(26) I think that the teachers want the White students here.

(a) If you feel that the teachers want the White students here, circle Yes.
(b) If you feel that the teachers do not want the White students here, circle No.

(27) I think that my teachers want to be here.

(a) If you think that your teachers want to be here, circle Yes.
(b) If you think that your teachers do not want to be here, circle No.

(28) I think that the teachers at this school understand me.

(a) If you feel that the teachers at your school understand you, circle Yes.
(b) If you feel that the teachers at your school do not understand you, circle No.

(29) The teachers treat Black and White students the same.

(a) If you feel that the teachers treat Black and White students the same, circle Yes.
(b) If you feel that the teachers do not treat Black and White students the same, circle No.

(30) The teachers are nicer to the Black students.

(a) If you think the teachers are nicer to the Black students, circle Yes.
(b) If you think the teachers are not nicer to the Black students, circle No.

(31) The teachers are nicer to the White students.

(a) If you think the teachers are nicer to the White students, circle Yes.
(b) If you think the teachers are not nicer to the White students, circle No.

(32) I have been punished for being late because my bus was late.

(a) If you have been punished for being late because your bus was late, circle Yes.
(b) If you have not been punished for being late because your bus was late, circle No.

(33) We talk about famous Black people in our classes.

(a) If you talk about famous Black people in your classes, circle Yes.
(b) If you do not talk about famous Black people in your classes, circle No.

(34) We talk about famous White people in our classes.

(a) If you talk about famous White people in your classes, circle Yes.
(b) If you do not talk about famous White people in your classes, circle No.

(35) We have talked about desegregation at school.

(a) If you have talked about desegregation at school, circle Yes.
(b) If you have not talked about desegregation at school, circle No.

(36) I would like to do more school activities after school.

(a) If you would like to do more school activities after school, circle Yes.
(b) If you would not like to do more school activities after school, circle No.

(37) My school is too far away to do after school activities.

(a) If you feel your school is too far away to do after school activities, circle Yes.
(b) If you feel your school is not too far away to do after school activities, circle No.

(38) There are lots of things to do here at school that are fun.

(a) If you think there are lots of things to do at your school that are fun, circle Yes.
(b) If you think there are not lots of things to do at your school that are fun, circle No.

(39) There are enough dances and parties at school.

(a) If you think there are enough dances and parties at school, circle Yes.
(b) If you think there are not enough dances and parties at school, circle No.

(40) I like to come to school.

(a) If you like to come to school, circle Yes.
(b) If you do not like to come to school, circle No.

(41) I like to miss school.

(a) If you like to miss school, circle Yes.
(b) If you do not like to miss school, circle No.

(42) Missing school is all right because it is not important.

(a) If you believe that missing school is all right because it is not important, circle Yes.
(b) If you believe that missing school is not all right because it is important, circle No.

(43) I want to go to this school district next year.

(a) If you want to go to this school district next year, circle Yes.
(b) If you do not want to go to this school district next year, circle No.

(44) The Black students stay after school for sports, cheerleading and other activities.

(a) If Black students stay after school for sports, cheerleading and other activities, circle Yes.
(b) If Black students do not stay after school for sports, cheerleading and other activities, circle No.

(45) The White students stay after school for sports, cheerleading and other activities.

(a) If White students stay after school for sports, cheerleading and other activities, circle Yes.
(b) If White students do not stay after school for sports, cheerleading and other activities, circle No.

(46) I stay after school because there are buses that take me home.

(a) If you stay after school because there are buses to take you home, circle Yes.
(b) If you do not stay after school because there are not buses to take you home, circle No.

(47) The Black students come back at night for special events.

(a) If Black students come back at night for special events, circle Yes.
(b) If Black students do not come back at night for special events, circle No.

(48) The White students come back at night for special events.

(a) If White students come back at night for special events, circle Yes.
(b) If White students do not come back at night for special events, circle No.

(49) My parents come to parent/teacher meetings.

(a) If your parents come to parent/teacher meetings, circle Yes.
(b) If your parents do not come to parent/teacher meetings, circle No.

(50) My parents have talked to some of my teachers.

(a) If your parents have talked to some of your teachers, circle Yes.
(b) If your parents have not talked to some of your teachers, circle No

(51) My parents care about my grades.

(a) If your parents care about your grades, circle Yes.
(b) If your parents do not care about your grades, circle No.

(52) My parents care about my schoolwork.

(a) If your parents care about your schoolwork, circle Yes.
(b) If your parents do not care about your schoolwork, circle No.

(53) My school is too far away for my parents to visit.

(a) If your school is too far away for your parents to visit, circle Yes.
(b) If your school is not too far away for your parents to visit, circle No.

(54) My parents care if I come to school.

(a) If your parents care if you come to school, circle Yes.
(b) If your parents do not care if you come to school, circle No.

(55) My parents make me do my homework.

(a) If your parents make you do your homework, circle Yes.
(b) If your parents do not make you do your homework, circle No.

(56) The White students want the Black students here.

(a) If you believe the White students want the Black students here, circle Yes.
(b) If you believe the White students do not want the Black students here, circle No.

(57) The Black students want the White students here.

(a) If you believe the Black students want the White students here, circle Yes.
(b) If you believe the Black students do not want the White students here, circle No.

(58) The Black students want to be here.

(a) If you believe the Black students want to be here, circle Yes.
(b) If you believe the Black students do not want to be here, circle No.

(59) The White students want to be here.

(a) If you believe the White students want to be here, circle Yes.
(b) If you believe the White students do not want to be here, circle No.

(60) I think the Black students will be here next year.

(a) If you think the Black students will be here next year, circle Yes.
(b) If you think the Black students will not be here next year, circle No.

(61) There is an adult here at school I can talk to if I have a problem.

(a) If you believe that there is an adult at school that you can talk to if you have a problem, circle Yes.
(b) If there is no adult here at school that you can talk to if you have a problem, circle No.

(62) School is more fun this year.

(a) If you believe that school is more fun this year, circle Yes.
(b) If you believe that school is not more fun this year, circle No.

(63) School was more fun last year.

(a) If you feel that school was more fun last year, circle Yes.
(b) If you feel that school was not more fun last year, circle No.

(64) My school day is too long.

(a) If you feel that your school day is too long, circle Yes.
(b) If you feel that your school day is not too long, circle No.

(65) I have to get up too early to go to school.

(a) If you feel that you have to get up too early to go to school, circle Yes.
(b) If you feel that you do not have to get up too early to go to school, circle No.

(66) I get home very late from school.

(a) If you get home very late from school, circle Yes.
(b) If you do not get home very late from school, circle No.

(67) I have enough time to do all my homework.

(a) If you have enough time to do all your homework, circle Yes.
(b) If you do not have enough time to do all your homework, circle No.

(68) I have enough time after school to be with my friends.

(a) If you have enough time after school to play with your friends, circle Yes.
(b) If you do not have enough time after school to play with your friends, circle No.

(69) I feel proud about the school I'm going to this year.

(a) If you feel proud about the school you are going to this year, circle Yes.
(b) If you do not feel proud about the school you are going to this year, circle No.

(70) I feel good about myself.

(a) If you feel good about yourself, circle Yes.
(b) If you do not feel good about yourself, circle No.

(71) I feel that I can do anything the other students can do.

(a) If you believe that you can do anything the other students can do, circle Yes.
(b) If you believe that you cannot do anything the other students can do, circle No.

(72) I think that I am important.

(a) If you feel that you are important, circle Yes.
(b) If you feel that you are not important, circle No.

(73) My teacher makes me feel important.

(a) If your teacher makes you feel important, circle yes.
(b) If your teacher does not make you feel important, circle No.

(74) My teacher makes me feel good about myself.

(a) If your teacher makes you feel good about yourself, circle Yes.
(b) If your teacher does not make you feel good about yourself, circle No.

(75) The other students help me feel good about myself.

(a) If the other students help you feel good about yourself, circle Yes.
(b) If the other students do not help you feel good about yourself, circle No.

(76) The other students treat me like everybody else.

(a) If you feel that the other students treat you like everybody else, circle Yes.
(b) If you feel that the other students do not treat you like everybody else, circle No.

(77) The other students make fun of me.

(a) If the other students make fun of you, circle Yes.
(b) If the other students do not make fun of you, circle No.

(78) I feel different from the other students.

(a) If you feel different from the other students, circle Yes.
(b) If you do not feel different from the other students, circle No.

(79) The other students are mean to me.

(a) If the other students are mean to you, circle Yes.
(b) If the other students are not mean to you, circle No.

RESIDENT STUDENTS AND NONRESIDENT STUDENTS

The questions from this point on will be labeled R for resident or NR for nonresident.
Please read the designated question to the appropriate group

(80R) I was afraid of the Black students at the beginning of the year.

(a) If you were afraid of the Black students at the beginning of the year, circle Yes.
(b) If you were not afraid of the Black students at the beginning of the year, circle No.

(80NR) I was afraid of the White students at the beginning of the year.

(a) If you were afraid of the White students at the beginning of the year, circle Yes.
(b) If you were not afraid of the White students at the beginning of the year, circle No.

(81R) I am still afraid of Black students.

(a) If you are still afraid of Black students, circle Yes.
(b) If you are no longer afraid of Black students, circle No.

(81NR) I am still afraid of the White students.

(a) If you are still afraid of White students, circle Yes.
(b) If you are no longer afraid of White students, circle No.

(82R) I have made some friends with the Black students.

(a) If you have made friends with some of the Black students, circle Yes.
(b) If you have not made friends with any of the Black students, circle No.

(82NR) I have made some friends with the White students.

(a) If you have made friends with some of the White students, circle Yes.
(b) If you have not made friends with any of the White students, circle No.

(83R) I think I understand about Black people better than before.

(a) If you think you understand about Black people better than before, circle Yes.
(b) If you think you do not understand about Black people better than before, circle No.

(83NR) I think I understand about White people better than before.

(a) If you think you understand about White people better than before, circle Yes.
(b) If you think you do not understand about White people better than before, circle No.

(84R&NR) School has changed a lot from last year.

(a) If school has changed much from last year, circle Yes.
(b) If school has not changed much from last year, circle No.

(85R) The Black students knew as much as I at the beginning of the year.

(a) If you think the Black students knew as much as you did at the beginning of the year, circle Yes.
(b) If you think the Black students did not know as much as you did at the beginning of the year, circle No.

(85NR) The White students knew as much as I at the beginning of the year.

(a) If you think the White students knew as much as you did at the beginning of the year, circle Yes.
(b) If you think the White students did not know as much as you did at the beginning of the year, circle No.

(86R&NR) I have to work harder than last year.

(a) If you feel that you have to work as hard as last year, circle Yes.
(b) If you feel that you don't have to work as hard as last year, circle No.

(87R&NR) I have to work less hard than last year.

(a) If you feel you have to work less hard than last year, circle Yes.
(b) If you feel you have to work harder than last year, circle No.

(88R&NR) The school is more crowded than my school last year.

(a) If you think that school is more crowded this year, circle Yes.
(b) If you think that school is not more crowded this year, circle No.

(89R&NR) There are more rules than at my school last year.

(a) If you feel there are more rules this year, circle Yes.
(b) If you feel there are not more rules this year, circle No.

(90R&NR) There are more fights than at my school last year.

(a) If you feel there are more fights this year, circle Yes.
(b) If you feel there are not more fights this year, circle No.

(91R) The Black students fight more than other students.

(a) If you believe the Black students fight more than the other students, circle Yes.
(b) If you believe the Black students do not fight more than the other students, circle No.

(91NR) The White students fight more than other students.

(a) If you believe the White studetns fight more than the other students, circle Yes.
(b) If you believe the White students do not fight more than the other students, circle No.

(92R) The Black students talk back to the teachers more.

(a) If you believe the Black students talk back to the teachers more, circle Yes.
(b) If you believe the Black students do not talk back to the teachers more, circle No.

(92NR) The White students talk back to the teachers more.

(a) If you believe the White students talk back to the teachers more, circle Yes.
(b) If you believe the White students do not talk back to the teachers more, circle No.

(93R&NR) I understand why students are being transferred for desegregation.

(a) If you understand why students are being transferred for desegregation, circle Yes.
(b) If you do not understand why students are being transferred for desegregation, circle No.

(94R) My parents approve of students being transferred here for desegregation.

(a) If your parents approve of students being transferred here for desegregation, circle Yes.
(b) If your parents do not approve of students being transferred here for desegregation, circle No.

(94NR) My parents approve of my going to school here.

(a) If your parents approve of you going to school here, circle Yes.
(b) If your parents do not approve of you going to school here, circle No.

(95R&NR) I think the bus rides are too dangerous.

(a) If you think the bus rides are too dangerous, circle Yes.
(b) If you think the bus rides are not too dangerous, circle No.

(96R&NR) I am learning more this year than last year.

(a) If you feel that you are learning more this year than last year, circle Yes.
(b) If you feel that you are not learning more this year than last year, circle No.

(97R&NR) The work is harder this year than last year.

(a) If you feel that the work is harder this year than last year, circle Yes.
(b) If you feel that the work is not harder this year than last year, circle No.

(98R&NR) I was ready for the work the teachers wanted me to do this year.

(a) If you feel that you were ready for the work the teachers wanted you to do this year, circle Yes.
(b) If you feel that you were not ready for the work the teachers wanted you to do this year, circle No.

(99R&NR) The teachers are stricter this year than last year.

(a) If you feel the teachers are stricter this year than last year, circle Yes.
(b) If you feel the teachers are not stricter this year than last year, circle No.

(100R&NR) The teachers are nicer this year than last year.

(a) If you think the teachers are nicer this year than last year, circle Yes.
(b) If you think the teachers are not nicer this year than last year, circle No.

(101R&NR) There are enough Black teachers in this school.

(a) If you feel there are enough Black teachers in this school, circle Yes.
(b) If you feel there are not enough Black teachers in this school, circle No.

(102R&NR) I am involved in more school activities this year than last year.

(a) If you are involved in more school activities this year than last year, circle Yes.
(b) If you are not involved in more school activities this year than last year, circle No.

(103R&NR) I like the music that is played at this school.

(a) If you like the music that is played at this school, circle Yes.
(b) If you do not like the music that is played at this school, circle No.

(104R&NR) I like the music that is sung at this school.

(a) If you like the music that is sung at this school, circle Yes.
(b) If you do not like the music that is sung at this school, circle No.

THANK YOU! HAVE A GOOD DAY!

APPENDIX D

Variance Accounted for by Factors

WHOLE (BLACK & WHITE)

N (Total) = 4201
N (Factor Analysis) = 2960 (70.5%)

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	21.200	20.38	20.38
2	6.566	6.31	26.69
3	4.505	4.33	31.02
4	3.257	3.13	34.15
5	2.928	2.82	36.97
6	2.479	2.38	39.35
7	2.100	2.02	41.37
8	1.719	1.65	43.02

WHITE & RESIDENT

N (Total) = 2744
N (Factor Analysis) = 2022 (73.3%)

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	20.750	19.95	19.95
2	6.162	5.93	25.88
3	4.033	3.88	29.76
4	3.716	3.57	33.33
5	2.730	2.63	35.96
6	2.453	2.36	38.32
7	2.042	1.96	40.28
8	1.902	1.83	42.11

BLACK & NON-RESIDENT

N (Total) = 1457
N (Factor Analysis) = 938 (64.4%)

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	22.070	20.07	22.07
2	6.070	5.84	27.91
3	3.278	3.15	31.06
4	3.200	3.08	34.14
5	2.320	2.23	36.37
6	2.090	2.01	38.38
7	1.934	1.86	40.24
8	1.782	1.71	41.95

APPENDIX E

Factor Loadings and Listing of Factors

(Black and White Students)

Factor Loadings for the 104 Common Items (Black & White Students)

FACTORS

One		Two		Three		Four	
(15)	-.420	(6)	-.832	(1)	.491	(17)	.579
(18)	-.724	(7)	.748	(44)	.687	(40)	.724
(19)	-.734	(9)	-.805	(45)	.766	(41)	.663
(20)	-.412	(10)	.644	(47)	.740	(64)	.580
(21)	-.564	(31)	-.651	(48)	.750	(65)	.476
(22)	-.771	(37)	-.698			(86)	.443
(23)	-.810	(43)	-.429			(97)	-.440
(24)	-.701	(46)	.479			(98)	.461
(25)	-.454	(53)	-.754			(99)	.428
(27)	-.592	(101)	-.578				
(28)	-.763						
(38)	-.434						
(61)	-.568						
(72)	-.522						
(73)	-.817						
(74)	-.741						

Five		Six		Seven		Eight	
(2)	.666	(42)	.503	(14)	.540	(11)	.421
(5)	.422	(51)	.863	(70)	.448	(13)	.408
(8)	.424	(52)	.675	(71)	.446	(16)	.572
(29)	.588	(54)	.488	(75)	.423	(62)	.526
(56)	.818			(76)	.566	(102)	.458
(57)	.739			(77)	.690		
(58)	.643			(78)	.554		
(82)	.540			(79)	.764		
(83)	.490			(80)	.427		
(85)	.436			(81)	.463		
(91)	.509						
(92)	.530						
(94)	.499						

Listing of Factors for the 104 Common Items (Black and White Students)

Factor 1

(15) People are friendly to students here.

(18) The teachers explain to me how to do my homework.

(19) If I have a problem, the teacher will help me.

(20) I know what I need to do to get good grades in my class.

(21) If I make a bad grade, the teacher tells me why.

(22) I feel that the teachers try to help me at this school.

(23) I can go to see the teachers if I have a problem.

(24) I feel that the teachers want me here.

(25) I think that the teachers want the Black students here.

(27) I think that my teachers want to be here.

(28) I think that the teachers at this school understand me.

(38) There are lots of things to do here at school that are fun.

(61) There is an adult here at school I can talk to if I have a problem.

(72) I think that I am important.

(73) My teacher makes me feel important.

(74) My teacher makes me feel good about myself.

Factor 2

(6) I sit next to mostly Black students at lunch.

(7) I sit next to mostly White students at lunch.

(9) I talk to mostly Black students in the halls.

(10) I talk to mostly White students in the halls.

(31) The teachers are nicer to the White students.

(37) My school is too far away to do after school activities.

(43) I want to go to this school district next year.

(46) I stay after school because there are buses that take me home.

(53) My school is too far away for my parent(s) to visit.

(101) There are enough Black teachers in this school.

Factor 3

(1) I can explain what the word desegregation means.

(44) The Black students stay after school for sports, cheerleading and other activities.

(45) The White students stay after school for sports, cheerleading and other activities.

Factor 3 (continued)

(47) The Black students come back at night for special events.

(48) The White students come back at night for special events.

Factor 4

(17) The teachers give too much homework.

(40) I like to come to school.

(41) I like to miss school.

(64) My school day is too long.

(65) I have to get up too early to go to school.

(86) I have to work harder than last year.

(97) The work is harder this year than last year.

(98) I was ready for the work the teachers wanted me to do this year.

(99) The teachers are stricter this year than last year.

Factor 5

(2) I think it is a good idea to mix people of different races together.

(5) I sit next to both Black and White students at lunch.

(8) I talk to both Black and White students in the halls.

(29) The teachers treat Black and White students the same.

(56) The White students want the Black students here.

(57) The Black students want the White students here.

(58) The Black students want to be here.

(82) I have made some friends with the White (Black) students at this school.

(83) I think I understand White (Black) people better than before.

(85) The White (Black) students knew as much as I did at the beginning of the year.

(91) The White (Black) students fight more than Black (White) students.

(92) The White (Black) students talk back to the teachers more.

(94) My parents approve of my going to school here. (non-resident)
My parents approve of students being transferred here for desegregation. (resident)

Factor 6

(42) Missing school is all right because it is not important.

(51) My parent(s) care about my grades.

(52) My parent(s) care about my schoolwork.

(54) My parent(s) care if I come to school.

Factor 7

(14) I have lots of friends at this school.

Factor 7 (continued)

(70) I feel good about myself.

(71) I feel that I can do anything the other students can do.

(75) The other students help me feel good about myself.

(76) The other students treat me like everybody else.

(77) The other students make fun of me.

(78) I feel different from the other students.

(79) The other students are mean to me.

(80) I was afraid of the White (Black) students at the beginning of this year.

(81) I am still afraid of the White (Black) students.

Factor 8

(11) I get to see my friends at school.

(13) It is very easy to make friends at this school.

(16) I have made many friends since I began coming to this school.

(62) School is more fun this year.

(102) I am involved in more school activities this year than last year.

APPENDIX F

Factor Loadings and Listing of Factors

(Black Students)

Factor Loading for the 104 Items (Black Students)

FACTORS

One		Two		Three		Four	
(15)	.510	(51)	-.880	(17)	.415	(26)	.410
(18)	.700	(52)	-.691	(64)	.605	(44)	.514
(19)	.770	(54)	-.495	(65)	.426	(45)	.744
(21)	.441	(81)	-.608	(66)	.405	(47)	.710
(22)	.843					(48)	.701
(23)	.795						
(24)	.811						
(25)	.619						
(27)	.670						
(28)	.786						
(29)	.718						
(31)	.594						
(38)	.406						
(56)	.479						
(61)	.574						
(69)	.418						
(73)	.728						
(74)	.678						
(100)	-.409						

Five		Six		Seven		Eight	
(82)	.518	(30)	-.423	(14)	.504	(1)	.540
(86)	-.581	(40)	.686	(16)	.485	(5)	-.600
(97)	.479	(41)	.508	(70)	.423	(6)	-.842
		(43)	.430	(71)	.524	(7)	.833
		(62)	.617	(76)	.450	(9)	-.549
		(103)	.411	(77)	.505	(10)	-.521
		(104)	.424	(78)	.415	(50)	-.509
				(79)	.512		

Listing of Factors for the 104 Questions (Black Students)

Factor 1

(15) People are friendly to students here.

(18) The teachers explain to me how to do my schoolwork.

(19) If I have a problem, the teacher will help me.

(21) If I make a bad grade, the teacher tells me why.

(22) I feel that the teachers try to help me at this school.

(23) I can go to see the teacher if I have a problem.

(24) I feel that the teachers want me here.

(25) I think that the teachers want the Black students here.

(27) I think that my teachers want to be here.

(28) I think that the teachers at this school understand me.

(29) The teachers treat Black and White students the same.

(31) The teachers are nicer to the White students.

(38) There are lots of things to do here at school that are fun.

(56) The White students want the Black students here.

(61) There is an adult here at school I can talk to if I have a problem.

(69) I feel proud about the school I'm going to this year.

(73) My teacher makes me feel important.

(74) My teacher makes me feel good about myself.

(100) The teachers are nicer this year than last year.

Factor 2

(51) My parent(s) care about my grades.

(52) My parent(s) care about my schoolwork.

(54) My parent(s) care if I come to school.

(81) I am still afraid of the White students.

Factor 3

(17) The teachers give too much homework.

(64) My school day is too long.

(65) I have to get up too early to go to school.

(66) I get home very late from school.

Factor 4

(26) I think that the teachers want the White students here.

(44) The Black students stay after school for sports, cheerleading and other activities.

Factor 4 (continued)

(45) The White students stay after school for sports, cheerleading and other activities.

(47) The Black students come back at night for special events.

(48) The White students come back at night for special events.

Factor 5

(82) I have made some friends with the White students at this school.

(86) I have to work harder than last year.

(97) The work is harder this year than last year.

(30) The teachers are nicer to the Black students.

(40) I like to come to school.

(41) I like to miss school.

(43) I want to go to this school district next year.

(62) School is more fun this year.

(103) I like the music that is played at this school.

(104) I like the music that is sung at this school.

Factor 7

(14) I have lots of friends at this school.

(16) I have made many friends since I began coming to this school.

(70) I feel good about myself.

(71) I feel that I can do anything the other students can do.

(76) The other students treat me like everybody else.

(77) The other students make fun of me.

(78) I feel different from the other students.

Factor 8

(1) I can explain what the word desegregation means.

(5) I sit next to both Black and White students at lunch.

(6) I sit next to mostly Black students at lunch.

(7) I sit next to mostly White students at lunch.

(9) I talk to mostly Black students in the halls.

(10) I talk to mostly White students in the halls.

(50) My parent(s) have talked to some of my trachers.

APPENDIX G

Factor Loadings and Listing of Factors

(White Students)

Factor Loadings for the 104 Items (White Students)

FACTORS

One		Two		Three		Four	
(2)	.724	(11)	.537	(15)	-.472	(86)	-.818
(4)	.411	(13)	.553	(18)	-.707	(87)	.685
(5)	.594	(14)	.846	(19)	-.748	(97)	-.755
(6)	-.497	(16)	.754	(21)	-.637		
(7)	.575	(75)	.524	(22)	-.781		
(8)	.528	(76)	.554	(23)	-.759		
(9)	-.465	(78)	.423	(24)	-.696		
(10)	.517			(26)	-.519		
(29)	.500			(27)	-.580		
(56)	.853			(28)	-.734		
(57)	.702			(38)	-.447		
(58)	.619			(61)	-.511		
(82)	.643			(70)	-.448		
(83)	.580			(72)	-.598		
(85)	.475			(73)	-.850		
(91)	.461			(74)	-.796		
(92)	.513			(96)	.431		
(94)	.501						
(101)	.466						

Five		Six		Seven		Eight	
(51)	.938	(1)	.507	(77)	-.555	(17)	.488
(52)	.624	(44)	.750	(79)	-.606	(40)	.741
(53)	.617	(45)	.816	(80)	-.650	(41)	.606
(54)	.564	(47)	.742	(81)	-.646	(62)	.549
		(48)	.784			(64)	.630
						(66)	.423
						(103)	.429
						(104)	.436

Listing of Factors for the 104 Items (White Students)

Factor 1

(2) I think it is a good idea to mix people of different races together.

(4) I think the Black students are here so all students can get to know each other better.

(5) I sit next to both Black and White students at lunch.

(6) I sit next to mostly Black students at lunch.

(7) I sit next to mostly White students at lunch.

(8) I talk to both Black and White students in the halls.

(9) I talk to mostly Black students in the halls.

(10) I talk to mostly White students in the halls.

(29) The teachers treat Black and White students the same.

(56) The White students want the Black students here.

(57) The Black students want the White students here.

(58) The Black students want to be here.

(82) I have made some friends with Black students at this school.

(83) I think I understand Black people better than before.

(85) The Black students knew as much as I did at the beginning of the year.

(91) The Black students fight more than the White students.

(92) The Black students talk back to the teachers more.

(94) My parents approve of students being transferred here for desegregation.

(101) There are enough Black teachers in this school.

Factor 2

(11) I get to see my friends at school.

(13) It is very easy to make friends at this school.

(14) I have lots of friends at this school.

(16) I have made many friends since I began coming to this school.

(75) The other students help me feel good about myself.

(76) The other students treat me like everybody else.

(78) I feel different from the other students.

Factor 3

(15) People are friendly to students here.

(18) The teachers explain to me how to do my schoolwork.

(19) If I have a problem, the teacher will help me.

(21) If I make a bad grade, the teacher tells me why.

Factor 3 (continued)

(22) I feel that the teachers try to help me at this school.

(23) I can go to see the teacher if I have a problem.

(24) I feel that the teachers want me here.

(26) I think that the teachers want the White students here.

(27) I think that my teachers want to be here.

(28) I think that the teachers at this school understand me.

(38) There are lots of things to do here at school that are fun.

(61) There is an adult here at school I can talk to if I have a problem.

(70) I feel good about myself.

(72) I think that I am important.

(73) My teacher makes me feel important.

(74) My teacher makes me feel good about myself.

(96) I am learning more this year than last year.

Factor 4

(86) I have to work harder than last year.

(87) I have to work less hard than last year.

(97) The work is harder this year than last year.

Factor 5

(51) My parent(s) care about my grades.

(52) My parent(s) care about my schoolwork.

(53) My school is too far away for my parent(s) to visit.

(54) My parent(s) care if I come to school.

Factor 6

(1) I can explain what the word desegregation means.

(44) The Black students stay after school for sports, cheerleading and other activities.

(45) The White students stay after school for sports, cheerleading and other activities.

(47) The Black students come back at night for special events.

(48) The White students come back at night for special events.

Factor 7

(77) The other students make fun of me.

(79) The other students are mean to me.

(80) I was afraid of the Black students at the beginning of this year.

(81) I am still afraid of the Black students.

Factor 8

(17) The teachers give too much homework.

(40) I like to come to school.

(41) I like to miss school.

(62) School is more fun this year.

(64) My school day is too long.

(65) I have to get up too early to go to school.

(103) I like the music that is played at this school.

(104) I like the music that is sung at this school.

APPENDIX H

Cross Grade Comparison

(1982/1983 Study)

ITEM - (82) 1
(83) 1

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	21	0.1141	32	0.1928	2.1657
4- 5	32	0.1798	50	0.2890	4.2013
5- 6	70	0.3867	84	0.4828	3.2821
6- 7	88	0.4916	96	0.6076	4.5295
7- 8	115	0.6609	120	0.7500	2.6542
8- 9	123	0.7278	119	0.8686	6.0194
9-10	154	0.8902	140	0.9396	0.7847
TOTAL	603(1238)		641(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	33	0.0922	52	0.1831	5.2409
4- 5	71	0.1978	58	0.2079	0.0643
5- 6	103	0.2877	114	0.3562	3.1778
6- 7	165	0.4955	181	0.5656	3.2130
7- 8	222	0.6453	245	0.7562	8.2039 *
8- 9	293	0.8371	250	0.7962	1.1119
9-10	307	0.8746	286	0.8614	0.1190
	1194(2453)		1186(2173)		

ITEM - (82) 2
(83) 2

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	133	0.7308	134	0.8024	3.0523
4- 5	150	0.8427	146	0.8439	0.0009
5- 6	156	0.8619	145	0.8382	0.3402
6- 7	136	0.7727	136	0.8608	4.4078
7- 8	136	0.7816	138	0.8625	3.7260
8- 9	138	0.8070	115	0.8456	0.7699
9-10	139	0.7989	127	0.8819	3.7165
TOTAL	988(1236)		941(1111)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	266	0.7451	239	0.8386	6.8440
4- 5	295	0.8217	228	0.8172	0.0159
5- 6	264	0.7374	241	0.7531	0.2056
6- 7	238	0.7147	204	0.6395	4.5534
7- 8	207	0.6106	233	0.7214	10.0207 *
8- 9	210	0.6034	207	0.6677	3.3479
9-10	232	0.6744	240	0.7339	2.9345
	1712(2438)		1592(2163)		

ITEM - (82) 3
(83) 3

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	130	0.7065	122	0.7262	0.1530
4- 5	119	0.6648	115	0.6686	0.0057
5- 6	120	0.6667	121	0.6954	0.3291
6- 7	122	0.6816	102	0.6415	0.6086
7- 8	108	0.6171	101	0.6352	0.1226
8- 9	109	0.6374	96	0.6957	1.1663
9-10	112	0.6437	98	0.6622	0.1231
TOTAL	820(1242)		755(1118)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	260	0.7263	213	0.7500	0.3849
4- 5	231	0.6435	180	0.6429	0.0002
5- 6	185	0.5197	208	0.6541	13.0854 **
6- 7	183	0.5479	210	0.6801	12.3567 **
7- 8	218	0.6356	215	0.6595	0.4130
8- 9	198	0.5706	197	0.6274	2.2914
9-10	203	0.5800	222	0.6707	6.0329
	1478(2447)		1454(2175)		

ITEM - (82) 4
(83) 4

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	136	0.7432	124	0.7381	0.0099
4- 5	138	0.7709	120	0.6936	2.2999
5- 6	125	0.6944	111	0.6491	0.7879
6- 7	125	0.7022	99	0.6187	2.5696
7- 8	106	0.6163	87	0.5437	1.9073
8- 9	99	0.5789	77	0.5704	0.0213
9-10	92	0.5380	79	0.5338	0.0062
TOTAL	821(1234)		697(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	277	0.7781	210	0.7394	0.9853
4- 5	243	0.6769	199	0.7107	0.7518
5- 6	219	0.6134	217	0.6824	3.3374
6- 7	190	0.5723	177	0.5514	0.2972
7- 8	179	0.5234	201	0.6166	6.0486
8- 9	156	0.4470	163	0.5208	3.7493
9-10	180	0.5172	169	0.5106	0.0315
	1444(2443)		1336(2173)		

ITEM - (82) 5
(83) 5

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	140	0.7650	144	0.8571	3.1979
4- 5	149	0.8371	140	0.8092	0.2924
5- 6	134	0.7444	121	0.6954	0.9156
6- 7	131	0.7318	91	0.5759	8.7758 *
7- 8	111	0.6343	81	0.5062	5.8955
8- 9	79	0.4593	54	0.3971	1.2660
9-10	64	0.3636	54	0.3649	0.0005
TOTAL	808(1243)		685(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	248	0.6927	219	0.7684	3.6386
4- 5	256	0.7430	207	0.7446	0.0016
5- 6	264	0.7416	209	0.6531	5.2777
6- 7	242	0.7311	119	0.3719	84.0596 **
7- 8	145	0.4215	118	0.3642	2.1941
8- 9	99	0.2829	93	0.2962	0.1176
9-10	80	0.2279	68	0.2042	0.3848
	1344(2448)		1033(2174)		

ITEM - (82) 6
(83) 6

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	60	0.3315	47	0.2798	0.9379
4- 5	56	0.3128	44	0.2573	1.0852
5- 6	53	0.2944	78	0.4509	8.6830 *
6- 7	77	0.4350	104	0.6500	15.6227 **
7- 8	115	0.6571	107	0.6730	0.0838
8- 9	129	0.7633	121	0.8897	4.8428
9-10	152	0.8636	121	0.8231	0.5287
TOTAL	642(1237)		622(1114)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	44	0.1229	19	0.0667	11.5287 **
4- 5	26	0.0726	21	0.0755	0.0305
5- 6	12	0.0336	16	0.0500	1.0409
6- 7	10	0.0300	10	0.0311	0.0040
7- 8	7	0.0203	12	0.0367	1.0293
8- 9	7	0.0201	15	0.0479	2.9273
9-10	5	0.0142	7	0.0211	0.1833
	111(2449)		100(2177)		

ITEM - (82) 7
(83) 7

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	105	0.5833	102	0.6182	0.4546
4- 5	103	0.5852	97	0.5607	0.2283
5- 6	111	0.6133	68	0.4000	17.3370 **
6- 7	67	0.3807	40	0.2516	6.0551
7- 8	42	0.2456	35	0.2201	0.2328
8- 9	24	0.1420	12	0.0876	0.9744
9-10	15	0.0867	16	0.1096	0.1803
TOTAL	467(1226)		370(1109)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	302	0.8483	238	0.8440	0.0305
4- 5	308	0.8627	223	0.8109	4.2956
5- 6	309	0.8680	266	0.8339	2.0159
6- 7	280	0.8459	297	0.9252	10.5497 **
7- 8	316	0.9213	299	0.9172	0.0290
8- 9	332	0.9466	290	0.9265	0.8271
9-10	333	0.9514	316	0.9489	0.0108
TOTAL	2180(2443)		1929(2169)		

ITEM - (82) 8
(83) 8

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	130	0.7596	139	0.8274	4.5782
4- 5	164	0.9162	153	0.8895	0.7088
5- 6	168	0.9282	150	0.8671	3.7559
6- 7	167	0.9382	151	0.9438	0.0295
7- 8	168	0.9711	150	0.9375	1.0664
8- 9	168	0.9767	121	0.8768	8.6899 *
9-10	161	0.9148	130	0.8904	0.5382
TOTAL	1135(1242)		994(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	282	0.7899	237	0.8345	2.4079
4- 5	309	0.8631	260	0.9286	5.1517
5- 6	322	0.8994	284	0.8903	0.1083
6- 7	306	0.9134	279	0.8665	2.7736
7- 8	297	0.8684	258	0.8037	5.3040
8- 9	276	0.7908	256	0.8179	0.9251
9-10	281	0.8006	261	0.7838	0.3686
TOTAL	2073(2450)		1835(2172)		

ITEM - (82) 8
(83) 8

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	88	0.4783	66	0.3952	2.4182
4- 5	69	0.3855	54	0.3140	1.7969
5- 6	70	0.3867	83	0.4770	2.8952
6- 7	60	0.3409	81	0.5094	9.5010 *
7- 8	99	0.5690	90	0.5696	0.0001
8- 9	101	0.5906	80	0.5882	0.0018
9-10	100	0.5814	94	0.6351	0.9200
TOTAL	587(1237)		548(1114)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	28	0.0782	32	0.1127	4.2616
4- 5	22	0.0613	17	0.0609	0.0004
5- 6	19	0.0534	14	0.0437	0.3534
6- 7	16	0.0485	6	0.0187	3.2723
7- 8	16	0.0465	10	0.0307	0.9511
8- 9	10	0.0286	8	0.0256	0.0321
9-10	9	0.0256	7	0.0210	0.0802
TOTAL	120(2449)		94(2175)		

ITEM - (82) 10
(83) 10

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	68	0.3778	58	0.3473	0.2683
4- 5	76	0.4294	50	0.2924	8.5066 *
5- 6	67	0.3702	48	0.2759	4.1125
6- 7	48	0.2759	33	0.2075	2.0211
7- 8	42	0.2414	33	0.2075	0.4957
8- 9	18	0.1065	16	0.1168	0.0417
9-10	29	0.1686	21	0.1419	0.2959
TOTAL	348(1230)		259(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	270	0.7563	198	0.6996	3.0295
4- 5	274	0.7632	189	0.6750	7.3216 *
5- 6	271	0.7655	233	0.7281	1.4064
6- 7	236	0.7152	260	0.8100	8.7163 *
7- 8	298	0.8663	266	0.8185	2.2846
8- 9	290	0.8357	258	0.8243	0.1291
9-10	301	0.8575	291	0.8792	0.4754
	1940(2442)		1695(2173)		

ITEM - (82) 11
(83) 11

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	175	0.9563	158	0.9461	0.1171
4- 5	165	0.9270	168	0.9769	2.8307
5- 6	165	0.0167	156	0.9017	0.2548
6- 7	172	0.9609	146	0.9241	1.4754
7- 8	159	0.9086	147	0.9187	0.1122
8- 9	155	0.9064	120	0.8696	1.3444
9-10	146	0.8295	128	0.8591	0.9104
TOTAL	1137(1242)		1024(1118)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	347	0.9747	277	0.9719	0.0479
4- 5	349	0.9721	272	0.9784	0.2400
5- 6	347	0.9747	316	0.9906	1.6509
6- 7	322	0.9641	318	0.9876	3.5263
7- 8	338	0.9826	313	0.9660	1.7702
8- 9	336	0.9655	306	0.9714	0.2249
9-10	341	0.9687	320	0.9639	0.1593
	2380(2449)		2122(2175)		

ITEM - (82) 12
(83) 12

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	83	0.4511	89	0.5298	2.1862
4- 5	73	0.4101	76	0.4393	0.3007
5- 6	84	0.4667	75	0.4286	0.5179
6- 7	86	0.4804	77	0.4843	0.0050
7- 8	87	0.5058	67	0.4187	2.5270
8- 9	86	0.5029	65	0.4710	0.3127
9-10	74	0.4205	72	0.4832	1.2785
TOTAL	573(1240)		521(1122)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	194	0.5434	162	0.5684	0.3964
4- 5	196	0.5460	152	0.5448	0.0008
5- 6	200	0.5602	181	0.5692	0.0540
6- 7	175	0.5271	151	0.4719	1.9888
7- 8	145	0.4227	133	0.4092	0.1219
8- 9	162	0.4642	156	0.4968	0.7042
9-10	176	0.4972	162	0.4865	0.0780
	1247(2449)		1097(2174)		

ITEM - (82) 13
(83) 13

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	122	0.6630	109	0.6488	0.0832
4- 5	121	0.6760	123	0.7110	0.5042
5- 6	126	0.6961	121	0.7035	0.0223
6- 7	122	0.6854	114	0.7125	0.2896
7- 8	135	0.7759	110	0.6962	2.4576
8- 9	121	0.7118	93	0.6788	0.3849
9-10	114	0.6514	96	0.6486	0.0029
TOTAL	861(1241)		766(1116)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	303	0.8464	248	0.8702	0.5953
4- 5	311	0.8663	230	0.8244	1.8264
5- 6	288	0.8045	262	0.8291	0.6748
6- 7	269	0.8054	257	0.8031	0.0055
7- 8	274	0.7965	251	0.7723	0.6480
8- 9	277	0.7914	246	0.7810	0.1204
9-10	281	0.8029	271	0.8138	0.1356
TOTAL	2003(2453)		1765(2173)		

ITEM - (82) 14
(83) 14

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	150	0.8197	127	0.7560	2.2136
4- 5	146	0.8156	132	0.7674	1.2684
5- 6	154	0.8508	141	0.8057	1.1272
6- 7	151	0.8483	132	0.8354	0.0863
7- 8	153	0.8743	130	0.8280	1.1023
8- 9	139	0.8081	96	0.7007	5.4760
9-10	125	0.7184	107	0.7230	0.0105
TOTAL	1018(1242)		865(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	319	0.8936	258	0.9053	0.2454
4- 5	334	0.9304	245	0.8877	3.2115
5- 6	325	0.9104	278	0.8687	3.3016
6- 7	297	0.8892	299	0.9286	2.8681
7- 8	313	0.9125	292	0.9012	0.2404
8- 9	320	0.9143	280	0.8889	1.2082
9-10	320	0.9117	292	0.8769	2.3386
TOTAL	2228(2451)		1944(2175)		

ITEM - (82) 15
(83) 15

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	124	0.6776	120	0.7186	0.6860
4- 5	139	0.7809	129	0.7457	0.5099
5- 6	122	0.6778	118	0.7024	0.2462
6- 7	126	0.7326	101	0.6689	1.5266
7- 8	124	0.7251	89	0.5669	9.5977 *
8- 9	125	0.7485	82	0.6212	5.5921
9-10	112	0.6586	86	0.6014	1.1990
TOTAL	872(1221)		725(1091)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	305	0.8520	251	0.8807	0.6854
4- 5	292	0.8179	240	0.8727	2.4383
5- 6	282	0.8011	248	0.7898	0.1113
6- 7	222	0.6768	231	0.7428	3.6277
7- 8	183	0.5446	234	0.7312	29.8325 **
8- 9	205	0.6029	219	0.7180	11.1315 **
9-10	209	0.6183	254	0.7744	21.1873 **
TOTAL	1698(2409)		1677(2138)		

ITEM - (82) 16
(83) 16

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	147	0.7989	135	0.8036	0.0125
4- 5	154	0.8603	146	0.8439	0.1555
5- 6	155	0.8611	135	0.7759	4.2220
6- 7	149	0.8918	136	0.8500	0.0370
7- 8	144	0.8324	134	0.8535	0.2414
8- 9	138	0.8070	102	0.7500	1.6171
9-10	132	0.7674	105	0.7047	2.0678
TOTAL	1019(1236)		893(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	327	0.9160	265	0.9331	0.5961
4- 5	338	0.9415	261	0.9388	0.0142
5- 6	332	0.9274	283	0.8871	3.5048
6- 7	304	0.9075	296	0.9193	0.2931
7- 8	323	0.9390	290	0.8923	4.6685
8- 9	321	0.9171	276	0.8818	2.6516
9-10	320	0.9117	298	0.8949	0.6182
TOTAL	2265(2454)		1969(2174)		

ITEM - (82) 17
(83) 17

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	76	0.4130	89	0.5329	5.0544
4- 5	96	0.5393	98	0.5665	0.2597
5- 6	81	0.4475	103	0.5920	7.4345 *
6- 7	92	0.5169	92	0.5860	1.6015
7- 8	95	0.5460	104	0.6541	3.9005
8- 9	108	0.6316	70	0.5185	3.8735
9-10	76	0.4343	73	0.4932	1.1196
TOTAL	624(1241)		629(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	110	0.3073	101	0.3544	1.4118
4- 5	159	0.4454	121	0.4321	0.1101
5- 6	178	0.4986	159	0.5348	0.8807
6- 7	185	0.5556	188	0.5893	0.7452
7- 8	222	0.6472	199	0.6161	0.6460
8- 9	214	0.6221	175	0.5591	2.6052
9-10	208	0.5926	171	0.5151	4.1094
TOTAL	1276(2443)		1124(2168)		

ITEM - (82) 18
(83) 18

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	169	0.9185	149	0.8976	0.3402
4- 5	161	0.8994	157	0.9128	0.1397
5- 6	159	0.8883	152	0.8786	0.0733
6- 7	162	0.9050	134	0.8590	1.5794
7- 8	150	0.8721	128	0.8153	2.3663
8- 9	130	0.8176	113	0.8496	0.6817
9-10	147	0.8448	116	0.8169	0.5448
TOTAL	1087(1237)		949(1099)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	337	0.9440	269	0.9439	0.0000
4- 5	349	0.9749	268	0.9606	0.2654
5- 6	322	0.9045	293	0.9331	1.1338
6- 7	285	0.8769	253	0.8032	7.2148
7- 8	279	0.8254	248	0.7873	1.9671
8- 9	272	0.7930	250	0.7987	0.0444
9-10	265	0.7681	233	0.7281	2.2018
TOTAL	2109(2422)		1814(2141)		

ITEM - (82) 19
(83) 19

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	164	0.8913	152	0.9048	0.1307
4- 5	153	0.8547	159	0.9353	4.6478
5- 6	160	0.8840	156	0.8966	0.1152
6- 7	154	0.8800	124	0.7848	6.1818
7- 8	140	0.8000	121	0.7806	0.2530
8- 9	148	0.8706	113	0.8406	0.2695
9-10	150	0.8471	115	0.7986	2.2237
TOTAL	1069(1239)		940(1102)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	335	0.9410	267	0.9401	0.0011
4- 5	334	0.9304	260	0.9319	0.0036
5- 6	315	0.8873	291	0.9122	0.9969
6- 7	287	0.8777	265	0.8413	2.0347
7- 8	284	0.8503	271	0.8549	0.0328
8- 9	283	0.8275	261	0.8447	0.4582
9-10	296	0.8481	280	0.8589	0.1867
TOTAL	2134(2422)		1895(2149)		

ITEM - (82) 20
(83) 20

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	175	0.9563	165	0.9821	1.1261
4- 5	170	0.9497	165	0.9538	0.0276
5- 6	178	0.9834	156	0.8966	12.8716 **
6- 7	164	0.9162	147	0.9245	0.1123
7- 8	164	0.9371	151	0.9497	0.2520
8- 9	160	0.9302	130	0.9489	0.5112
9-10	166	0.9486	141	0.9527	0.0263
TOTAL	1177(1244)		1055(1118)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	334	0.9382	276	0.9684	2.6957
4- 5	339	0.9443	268	0.9571	0.4847
5- 6	340	0.9497	300	0.9434	0.1256
6- 7	324	0.9672	308	0.9565	0.3468
7- 8	320	0.9302	300	0.9259	0.0577
8- 9	321	0.9224	295	0.9365	0.6125
9-10	333	0.9542	305	0.9159	4.6469
TOTAL	2311(2449)		2052(2177)		

ITEM - (82) 21
(83) 21

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	134	0.7283	122	0.7262	0.0018
4- 5	115	0.6497	117	0.6802	0.3897
5- 6	123	0.6796	119	0.6878	0.0293
6- 7	135	0.7670	106	0.6839	2.7357
7- 8	121	0.7035	110	0.7097	0.0190
8- 9	121	0.7035	97	0.7132	0.0146
9-10	122	0.6971	108	0.7297	0.4086
TOTAL	871(1237)		779(1107)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	242	0.6779	199	0.6982	0.2802
4- 5	249	0.6936	205	0.7348	1.1337
5- 6	219	0.6186	211	0.6614	1.3092
6- 7	208	0.6322	195	0.6113	0.3023
7- 8	196	0.5765	189	0.5851	0.0530
8- 9	193	0.5562	180	0.5806	0.4169
9-10	205	0.5942	175	0.5287	3.0873
TOTAL	1512(2431)		1354(2166)		

ITEM - (82) 22
(83) 22

BLACK

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	157	0.8626	148	0.8862	0.3651
4- 5	159	0.8933	156	0.8123	0.2378
5- 6	161	0.8944	146	0.8488	1.3783
6- 7	151	0.8629	124	0.8000	2.4468
7- 8	133	0.7870	121	0.7961	0.0496
8- 9	136	0.8000	114	0.8444	1.1198
9-10	134	0.7791	117	0.8069	0.4590
TOTAL	1031(1226)		926(1097)		

WHITE

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	346	0.9665	275	0.9683	0.0052
4- 5	342	0.9553	267	0.9570	0.0043
5- 6	331	0.9246	300	0.9434	0.5818
6- 7	298	0.9003	279	0.8746	1.0466
7- 8	275	0.8160	265	0.8360	0.6337
8- 9	287	0.8319	255	0.8147	0.4731
9-10	280	0.8069	258	0.7914	0.3944
	2159(2434)		1899(2156)		

ITEM - (82) 23
(83) 23

BLACK

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	168	0.9180	154	0.9167	0.0010
4- 5	149	0.8324	153	0.8844	1.4882
5- 6	151	0.8436	141	0.8103	0.6097
6- 7	147	0.8400	118	0.7516	4.0478
7- 8	132	0.7630	114	0.7308	0.5335
8- 9	130	0.7647	96	0.7111	1.3526
9-10	122	0.7011	101	0.6824	0.1753
TOTAL	999(1233)		877(1111)		

WHITE

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	318	0.8908	264	0.9296	1.5363
4- 5	320	0.8914	261	0.9355	1.9695
5- 6	307	0.8575	271	0.8576	0.0000
6- 7	275	0.8234	243	0.7618	3.9900
7- 8	254	0.7537	240	0.7477	0.0387
8- 9	255	0.7456	220	0.7074	1.5333
9-10	248	0.7106	239	0.7199	0.0944
	1977(2436)		1738(2162)		

ITEM - (82) 24
(83) 24

BLACK

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	143	0.7772	132	0.7904	0.0692
4- 5	135	0.7670	132	0.7630	0.0064
5- 6	127	0.7095	124	0.7209	0.0516
6- 7	120	0.7059	91	0.5987	4.1534
7- 8	95	0.5689	90	0.5921	0.1936
8- 9	99	0.5928	62	0.4960	3.0180
9-10	91	0.5482	89	0.6224	1.9042
TOTAL	810(1209)		720(1084)		

WHITE

GRADE	82 N	82 P	83 N	83 P	x^2
3- 4	332	0.9300	261	0.9190	0.1239
4- 5	327	0.9109	253	0.9036	0.0546
5- 6	300	0.8475	275	0.8648	0.3278
6- 7	267	0.8018	246	0.7712	0.9977
7- 8	241	0.7151	238	0.7461	1.0237
8- 9	255	0.7434	217	0.7185	0.6493
9-10	252	0.7412	246	0.7455	0.0200
	1974(2423)		1736(2152)		

ITEM - (82) 25
(83) 25

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	97	0.5272	99	0.5964	1.6750
4- 5	111	0.6236	102	0.5930	0.3276
5- 6	88	0.4916	102	0.6036	4.3637
6- 7	102	0.6000	75	0.5000	3.1929
7- 8	80	0.5000	74	0 4966	0.0035
8- 9	76	0.4720	42	0.3471	4.3209
9-10	63	0.3987	66	0.4583	1.0722
TOTAL	617(1190)		560(1071)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	292	0.8202	254	0.8944	4.4486
4- 5	294	0.8212	233	0.8381	0.2290
5- 6	264	0.7543	252	0.7975	1.5864
6- 7	240	0.7407	216	0.6857	2.4775
7- 8	219	0.6566	227	0.7276	4.1464
8- 9	203	0.6060	197	0.6502	1.5919
9-10	212	0.6347	219	0.6697	1.0366
	1723(2389)		1598(2135)		

ITEM - (82) 26
(83) 26

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	152	0.8306	142	0.8659	1.0380
4- 5	150	0.8427	151	0.8779	1.0473
5- 6	153	0.8596	150	0.8824	0.4366
6- 7	144	0.8372	141	0.8981	2.9378
7- 8	146	0.8795	147	0.9423	3.0619
8- 9	154	0.9167	120	0.9231	0.0291
9-10	158	0.9294	131	0.8973	0.7841
TOTAL	1057(1215)		982(1095)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	328	0.9318	261	0.9190	0.3280
4- 5	328	0.9188	253	0.9134	0.0581
5- 6	334	0.9489	283	0.8956	6.0190
6- 7	308	0.9448	282	0.8868	6.8901
7- 8	310	0.9226	277	0.8738	4.9440
8- 9	313	0.9072	270	0.8766	1.9421
9-10	317	0.9215	304	0.9268	0.0604
	2238(2412)		1930(2148)		

ITEM - (82) 27
(83) 27

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	163	0.8907	144	0.8571	0.7256
4- 5	151	0.8483	150	0.8671	0.2265
5- 6	153	0.8500	137	0.7829	2.9410
6- 7	156	0.8814	134	0.7949	4.5598
7- 8	143	0.8412	121	0.7806	2.1841
8- 9	136	0.8095	109	0.8195	0.0549
9-10	142	0.8208	126	0.8690	1 3450
TOTAL	1044(1229)		911(1105)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	327	0.9185	261	0.9158	0.0079
4- 5	326	0.9106	237	0.8525	3.4928
5- 6	310	0.8683	268	0.8401	0.8873
6- 7	284	0.8529	237	0.7476	11.8891 **
7- 8	259	0.7640	229	0.7156	2.5485
8- 9	268	0.7701	228	0.7427	0.8123
9-10	260	0.7450	246	0.7523	0.0596
	2034(2440)		1706(2153)		

ITEM - (82) 28
(83) 28

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	127	0.6902	127	0.7560	1.6010
4- 5	124	0.6927	133	0.7688	2.1466
5- 6	117	0.6536	110	0.6358	0.1175
6- 7	119	0.6839	86	0.5513	6.1043
7- 8	106	0.6092	81	0.5159	3.0293
8- 9	88	0.5207	69	0.4436	1.8667
9-10	85	0.4913	74	0.5034	0.0489
TOTAL	766(1232)		670(1107)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	293	0.8184	239	0.8415	0.4048
4- 5	292	0.8202	232	0.8345	0.1529
5- 6	266	0.7430	239	0.7469	0.0120
6- 7	234	0.7027	211	0.6573	1.6105
7- 8	212	0.6291	203	0.6324	0.0087
8- 9	219	0.6385	189	0.6077	0.7387
9-10	196	0.5698	202	0.6121	1.4455
	1712(2429)		1515(2165)		

ITEM - (82) 29
(83) 29

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	103	0.5628	109	0.6527	2.8319
4- 5	90	0.5114	115	0.6647	8.2443 *
5- 6	105	0.5801	100	0.5882	0.0232
6- 7	117	0.6648	78	0.4937	9.7912 *
7- 8	83	0.4970	63	0.4013	2.9791
8- 9	82	0.4910	47	0.3615	4.9228
9-10	79	0.4647	64	0.4444	0.1286
TOTAL	659(1220)		576(1099)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	271	0.7570	248	0.8702	9.4140 *
4- 5	293	0.8162	239	0.8566	1.1909
5- 6	261	0.7291	247	0.7719	1.4349
6- 7	244	0.7284	194	0.6062	11.2997 **
7- 8	215	0.6250	203	0.6246	0.0001
8- 9	201	0.5826	176	0.5677	0.1671
9-10	188	0.5387	181	0.5468	0.0522
	1673(2448)		1488(2170)		

ITEM - (82) 30
(83) 30

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	53	0.2896	37	0.2216	3.2880
4- 5	39	0.2203	26	0.1503	3.4898
5- 6	33	0.1833	28	0.1618	0.3310
6- 7	20	0.1156	20	0.1258	0.0698
7- 8	19	0.1124	8	0.0503	2.5691
8- 9	15	0.0888	13	0.0956	0.0286
9-10	16	0.0852	8	0.0548	1.0386
TOTAL	195(1219)		140(1113)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	76	0.2141	43	0.1514	3.3037
4- 5	58	0.1616	33	0.1179	1.6015
5- 6	70	0.1966	54	0.1698	0.6439
6- 7	78	0.2349	84	0.2617	0.6221
7- 8	95	0.2778	95	0.2932	0.2112
8- 9	124	0.3605	107	0.3441	0.2346
9-10	123	0.3576	110	0.3374	0.3617
	624(2432)		526(2164)		

ITEM - (82) 31
(83) 31

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	118	0.6413	99	0.5964	0.7201
4- 5	109	0.6124	98	0.5665	0.7554
5- 6	101	0.5611	96	0.5549	0.0139
6- 7	82	0.4767	68	0.5570	2.1672
7- 8	90	0.5357	94	0.5987	1.3178
8- 9	93	0.5503	85	0.6250	1.7199
9-10	98	0.5904	83	0.5764	0.0616
TOTAL	691(1217)		643(1107)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	101	0.2845	50	0.1754	14.9684 **
4- 5	56	0.1560	38	0.1367	0.4644
5- 6	47	0.1324	32	0.1003	1.3764
6- 7	50	0.1515	51	0.1589	0.0702
7- 8	47	0.1382	42	0.1304	0.0801
8- 9	40	0.1173	44	0.1419	0.7843
9-10	35	0.1029	42	0.1288	0.8881
	376(2420)		299(2161)		

ITEM - (82) 32
(83) 32

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	30	0.1639	18	0.1071	1.9168
4- 5	17	0.0955	18	0.1040	0.0434
5- 6	18	0.0994	28	0.1600	2.2135
6- 7	21	0.1180	37	0.2313	7.3354 *
7- 8	36	0.2069	34	0.2138	0.0271
8- 9	50	0.2924	34	0.2464	1.0974
9-10	55	0.3179	28	0.1879	9.1794 *
TOTAL	227(1238)		197(1122)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	26	0.0728	6	0.0211	4.8497
4- 5	14	0.0392	17	0.0607	0.8279
5- 6	33	0.0922	28	0.0878	0.0374
6- 7	35	0.1051	38	0.1180	0.3113
7- 8	41	0.1192	37	0.1135	0.0618
8- 9	53	0.1523	39	0.1242	1.4872
9-10	37	0.1051	45	0.1351	1.7605
	239(2449)		210(2179)		

ITEM - (82) 33
(83) 33

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	104	0.5652	126	0.7500	12.0313 **
4- 5	123	0.6872	137	0.7965	4.2092
5- 6	127	0.7017	98	0.5698	6.1555
6- 7	97	0.5449	96	0.6076	1.3183
7- 8	74	0.4229	84	0.5350	4.1783
8- 9	92	0.5412	28	0.2029	34.9728 **
9-10	26	0.1477	31	0.2109	1.2820
TOTAL	643(1243)		600(1112)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	223	0.6229	240	0.8421	34.0375 **
4- 5	278	0.7765	249	0.8893	8.9168 *
5- 6	298	0.8394	240	0.7500	6.0098
6- 7	220	0.6587	216	0.6814	0.3743
7- 8	178	0.5220	238	0.7301	32.2116 **
8- 9	265	0.7571	151	0.4809	56.3893 **
9-10	118	0.3371	141	0.4247	5.8311
	1580(2446)		1475(2174)		

ITEM - (82) 34
(83) 34

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	111	0.6033	137	0.8204	23.3595 **
4- 5	146	0.8156	132	0.7630	1.3799
5- 6	150	0.8287	123	0.7110	6.9429
6- 7	141	0.7921	108	0.6835	5.5879
7- 8	139	0.7943	139	0.8742	3.0131
8- 9	149	0.8663	103	0.7518	5.6556
9-10	130	0.7386	112	0.7517	0.0777
TOTAL	966(1245)		854(1116)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	276	0.7709	246	0.8632	9.8613 *
4- 5	310	0.8659	259	0.9283	4.4617
5- 6	331	0.9272	264	0.8302	11.5625 **
6- 7	285	0.8533	255	0.8019	3.1466
7- 8	285	0.8333	300	0.9174	8.6416 *
8- 9	323	0.9229	235	0.7508	35.7542 **
9-10	252	0.7179	245	0.7380	0.4990
	2062(2450)		1804(2172)		

ITEM - (82) 35
(83) 35

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	46	0.2500	43	0.2560	0.0131
4- 5	42	0.2360	57	0.3353	3.6138
5- 6	65	0.3652	67	0.3895	0.2187
6- 7	77	0.4425	74	0.4684	0.2326
7- 8	64	0.3721	69	0.4395	1.5702
8- 9	93	0.5439	57	0.4191	4.9642
9-10	94	0.5341	61	0.4094	5.2838
TOTAL	481(1233)		428(1110)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	61	0.1713	64	0.2261	2.0786
4- 5	56	0.1569	60	0.2166	2.4441
5- 6	113	0.3156	111	0.3491	0.8255
6- 7	103	0.3131	107	0.3375	0.4244
7- 8	116	0.3402	132	0.4125	3.7909
8- 9	197	0.5661	145	0.4647	7.4183 *
9-10	201	0.5710	148	0.4471	11.4953 **
	847(2441)		767(2158)		

ITEM - (82) 38
(83) 38

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	147	0.8077	125	0.7440	1.6582
4- 5	140	0.7865	124	0.7209	1.7632
5- 6	141	0.7790	118	0.674.	4.5721
6- 7	138	0.7709	103	0.6478	5.9841
7- 8	118	0.6743	97	0.6139	1.4176
8- 9	113	0.6608	75	0.5556	3.9170
9-10	109	0.6264	80	0.5405	2.7650
TOTAL	906(1240)		722(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	305	0.8592	244	0.8561	0.0078
4- 5	284	0.7933	229	0.8237	0.7862
5- 6	270	0.7563	232	0.7273	0.7696
6- 7	260	0.7855	232	0.7250	3.2279
7- 8	257	0.7471	224	0.6892	3.0328
8- 9	247	0.7118	207	0.6613	2.2725
9-10	255	0.7286	242	0.7289	0.0001
	1878(2442)		1610(2172)		

ITEM - (82) 39
(83) 39

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	69	0.3770	62	0.3713	0.0164
4- 5	49	0.2753	52	0.3023	0.3572
5- 6	49	0.2707	35	0.2000	2.4842
6- 7	32	0.1798	33	0.2062	0.3297
7- 8	40	0.2286	28	0.1750	1.3391
8- 9	21	0.1235	22	0.1594	0.5478
9-10	35	0.2023	24	0.1633	0.6764
TOTAL	295(1238)		256(1119)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	138	0.3887	127	0.4488	2.6401
4- 5	105	0.2933	106	0.3799	5.4749
5- 6	91	0.2549	84	0.2633	0.0556
6- 7	73	0.2192	64	0.1994	0.2994
7- 8	95	0.2778	71	0.2178	2.7941
8- 9	84	0.2407	129	0.4108	22.2602 **
9-10	125	0.3561	153	0.4595	8.4890 *
TOTAL	711(2445)		734(2175)		

ITEM - (82) 40
(83) 40

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	103	0.5598	106	0.6310	1.8607
4- 5	97	0.5480	115	0.6647	4.9857
5- 6	111	0.6201	106	0.6199	0.0000
6- 7	100	0.5650	99	0.6387	1.8796
7- 8	101	0.5872	97	0.6340	0.7412
8- 9	95	0.5621	94	0.7015	6.0722
9-10	103	0.5920	83	0.5685	0.1828
TOTAL	710(1232)		700(1100)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	224	0.6275	194	0.6831	2.1507
4- 5	197	0.5581	192	0.6882	11.5817 **
5- 6	244	0.6816	219	0.6975	0.1854
6- 7	227	0.6963	208	0.6541	1.2606
7- 8	188	0.5612	219	0.6887	11.6425 **
8- 9	214	0.6239	212	0.6861	2.7596
9-10	207	0.6053	218	0.6646	2.5914
TOTAL	1501(2414)		1462(2150)		

ITEM - (82) 41
(83) 41

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	72	0.3913	55	0.3274	1.5917
4- 5	69	0.3898	54	0.3121	2.3423
5- 6	69	0.3812	62	0.3584	0.2046
6- 7	61	0.3486	55	0.3437	0.0086
7- 8	57	0.3295	51	0.3333	0.0053
8- 9	69	0.4083	34	0.2519	8.1460 *
9-10	51	0.3036	43	0.2925	0.0425
TOTAL	448(1227)		354(1109)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	116	0.3268	70	0.2482	4.3429
4- 5	127	0.3557	77	0.2750	4.5838
5- 6	109	0.3097	88	0.2785	0.7252
6- 7	109	0.3283	130	0.4088	4.7151
7- 8	124	0.3701	95	0.2960	4.0437
8- 9	138	0.4000	106	0.3442	2.2738
9-10	137	0.3994	112	0.3394	2.7150
TOTAL	860(2419)		678(2155)		

ITEM - (82) 43
(83) 42

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	52	0.2826	28	0.1667	10.9243 **
4- 5	39	0.2179	23	0.1329	5.8722
5- 6	19	0.1050	31	0.1771	4.2886
6- 7	15	0.0838	12	0.0764	0.0420
7- 8	19	0.1092	16	0.1006	0.0564
8- 9	7	0.0407	9	0.0662	0.4563
9-10	10	0.0568	11	0.0743	0.2280
TOTAL	161(1245)		130(1116)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	40	0.1117	26	0.0915	1.0983
4- 5	23	0.0641	9	0.0324	2.6793
5- 6	21	0.0587	12	0.0375	1.2880
6- 7	9	0.0269	22	0.0685	4.8204
7- 8	22	0.0640	18	0.0550	0.2265
8- 9	28	0.0802	19	0.0605	1.0943
9-10	28	0.0800	13	0.0392	4.8391
TOTAL	171(2452		119(2176)		

ITEM - (82) 44
(83) 43

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	101	0.5549	105	0.6250	1.7179
4- 5	103	0.5787	103	0.5954	0.0983
5- 6	100	0.5525	89	0.5235	0.2945
6- 7	97	0.5673	85	0.5519	0.0760
7- 8	81	0.4765	66	0.4231	0.9293
8- 9	64	0.3765	65	0.4887	3.7674
9-10	66	0.4024	81	0.5548	7.1839
TOTAL	612(1216)		594(1100)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	321	0.8966	262	0.9193	0.7979
4- 5	319	0.8911	232	0.8406	3.8928
5- 6	300	0.8403	278	0.8687	1.3353
6- 7	297	0.8946	301	0.9436	3.8278
7- 8	306	0.8921	271	0.8338	5.5560
8- 9	309	0.8879	274	0.8782	0.1525
9-10	310	0.8857	301	0.9121	1.1609
TOTAL	2162(2446)		1919(2167)		

ITEM - (82) 45
(83) 44

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	109	0.5989	124	0.7381	9.8581 *
4- 5	120	0.6742	133	0.7733	5.0033
5- 6	142	0.7889	126	0.7326	1.6255
6- 7	131	0.7443	129	0.8269	3.2866
7- 8	153	0.8947	126	0.8129	3.1711
8- 9	149	0.8817	116	0.8529	0.3619
9-10	142	0.8452	117	0.7959	1.1107
TOTAL	946(1224)		871(1106)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	146	0.4101	205	0.7218	95.1632 **
4- 5	207	0.5831	242	0.8674	78.2719 **
5- 6	266	0.7493	273	0.8612	13.0004 **
6- 7	274	0.8278	278	0.8854	3.3093
7- 8	293	0.8643	278	0.8634	0.0009
8- 9	310	0.8908	285	0.9135	0.5235
9-10	312	0.9017	289	0.8838	0.3355
TOTAL	1808(2430)		1850(2155)		

ITEM - (82) 46
(83) 46

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	80	0.4372	84	0.5030	1.5224
4- 5	85	0.4749	89	0.5174	0.6398
5- 6	113	0.6243	93	0.5345	2.8794
6- 7	97	0.5480	79	0.5032	0.6728
7- 8	99	0.5657	86	0.5409	0.2067
8- 9	98	0.5731	81	0.5956	0.1541
9-10	102	0.5829	78	0.5342	0.7566
TOTAL	674(1241)		590(1111)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	88	0.2458	58	0.2042	1.9241
4- 5	82	0.2303	60	0.2143	0.2837
5- 6	59	0.1657	55	0.1719	0.0447
6- 7	72	0.2169	54	0.1677	2.7762
7- 8	56	0.1642	43	0.1319	1.2233
8- 9	45	0.1304	45	0.1442	0.2191
9-10	39	0.1111	37	0.1118	0.0005
TOTAL	441(2439)		352(2175)		

ITEM - (82) 47
(83) 47

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	79	0.4317	73	0.4398	0.0228
4- 5	67	0.3743	70	0.4046	0.3252
5- 6	76	0.4222	79	0.4566	0.4203
6- 7	80	0.4545	74	0.4837	0.2790
7- 8	96	0.5581	80	0.5195	0.4882
8- 9	78	0.4615	74	0.5401	1.8798
9-10	71	0.4277	84	0.5676	6.1533
TOTAL	547(1225)		534(1104)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	132	0.3739	143	0.5071	11.2339 **
4- 5	132	0.3700	137	0.4964	9.9111 *
5- 6	146	0.4090	199	0.6278	32.4876 **
6- 7	182	0.5583	195	0.6210	2.5444
7- 8	186	0.5552	211	0.6677	8.3178 *
8- 9	204	0.5965	218	0.7124	8.7723 *
9-10	195	0.5735	224	0.6871	8.6786 *
TOTAL	1177(2409)		1327(2137)		

ITEM - (82) 48
(83) 49

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	90	0.4891	95	0.5655	2.1877
4- 5	83	0.4716	89	0.5145	0.6850
5- 6	92	0.5111	69	0.4035	4.3395
6- 7	86	0.4804	44	0.2839	13.7194 **
7- 8	59	0.3450	31	0.1975	7.6190 *
8- 9	42	0.2500	19	0.1429	3.6422
9-10	39	0.2241	35	0.2349	0.0397
TOTAL	491(1232)		382(1106)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	227	0.6376	199	0.7007	2.5133
4- 5	264	0.7374	220	0.7914	1.8211
5- 6	243	0.6826	186	0.5849	6.4107
6- 7	191	0.5719	154	0.4828	5.1814
7- 8	111	0.3246	127	0.3932	3.1296
8- 9	115	0.3305	107	0.3408	0.0701
9-10	100	0.2841	82	0.2470	0.9409
TOTAL	1251(2446)		1075(2168)		

ITEM - (82) 49
(83) 50

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	157	0.8579	147	0.8802	0.2131	
4- 5	153	0.8547	147	0.8497	0.0109	
5- 6	154	0.8508	133	0.7644	3.2501	
6- 7	141	0.7877	100	0.6250	10.9610	**
7- 8	112	0.6400	108	0.6750	0.5018	
8- 9	97	0.5706	73	0.5290	0.6461	
9-10	97	0.5511	69	0.4662	2.8412	
TOTAL	911(1243)		777(1120)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	338	0.9441	270	0.9474	0.0096	
4- 5	343	0.9608	264	0.9462	0.1925	
5- 6	335	0.9384	265	0.8281	11.9105	**
6- 7	288	0.8649	241	0.7508	12.3531	**
7- 8	226	0.6570	237	0.7270	4.7649	
8- 9	236	0.6743	194	0.6178	3.0628	
9-10	203	0.5783	164	0.4940	7.0527	
	1969(2450)		1635(2177)			

ITEM - (82) 50
(83) 51

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	175	0.9511	168	0.9881	4.8663
4- 5	170	0.9605	172	0.9942	4.0362
5- 6	179	0.9890	173	0.9686	0.0005
6- 7	174	0.9775	155	0.9687	0.2627
7- 8	168	0.9600	155	0.9687	0.2589
8- 9	170	0.9884	133	0.9638	1.8753
9-10	173	0.9830	143	0.9597	1.7606
TOTAL	1209(1243)		1097(1123)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	355	0.9916	283	0.9965	0.2376	
4- 5	355	0.9889	279	0.9964	0.5730	
5- 6	351	0.9832	316	0.9875	0.1989	
6- 7	332	0.9940	320	0.9938	0.0005	
7- 8	339	0.9855	318	0.9785	0.5210	
8- 9	345	0.9885	303	0.9712	3.1644	
9-10	333	0.9487	325	0.9760	8.0695	*
	2410(2452)		2144(2176)			

ITEM - (82) 51
(83) 52

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	174	0.9457	163	0.9760	2.6652
4- 5	173	0.9665	173	1.0000	3.2571
5- 6	177	0.9779	171	0.9828	0.0690
6- 7	173	0.9774	151	0.9438	3.1357
7- 8	168	0.9600	153	0.9563	0.0387
8- 9	170	0.9942	129	0.9416	6.9202
9-10	171	0.9716	142	0.9595	0.3899
TOTAL	1206(1243)		1082(1119)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	350	0.9831	280	0.9825	0.0027
4- 5	352	0.9832	280	1.0000	1.5917
5- 6	352	0.9832	310	0.9687	1.2796
6- 7	326	0.9760	316	0.9814	0.1673
7- 8	334	0.9709	315	0.9663	0.1318
8- 9	338	0.9685	297	0.9489	2.2862
9-10	323	0.9308	320	0.9610	5.5621
	2375(2446)		2118(2179)		

ITEM - (82) 52
(83) 53

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	123	0.6685	100	0.6024	1.6055
4- 5	103	0.5787	97	0.5607	0.1192
5- 6	94	0.5393	108	0.6207	3.8408
6- 7	106	0.5922	107	0.6687	2.0876
7- 8	110	0.6286	104	0.6582	0.3078
8- 9	105	0.6140	89	0.6496	0.4063
9-10	114	0.6590	85	0.5705	2.6419
TOTAL	755(1241)		690(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	13	0.0363	7	0.0246	0.5108
4- 5	7	0.0195	5	0.0179	0.0091
5- 6	15	0.0419	15	0.0469	0.0975
6- 7	12	0.0358	18	0.0564	1.6173
7- 8	19	0.0554	17	0.0520	0.0453
8- 9	25	0.0714	25	0.0796	0.2588
9-10	16	0.0455	14	0.0422	0.0430
	107(2455)		101(2176)		

ITEM - (82) 53
(83) 54

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	171	0.9293	163	0.9760	5.3294
4- 5	170	0.9497	166	0.9651	0.5803
5- 6	176	0.9724	169	0.9657	0.1102
6- 7	174	0.9721	151	0.9497	1.1774
7- 8	167	0.9543	153	0.9563	0.0090
8- 9	171	0.9942	132	0.9635	2.0039
9-10	172	0.9773	142	0.9530	1.3248
TOTAL	1201(1246)		1076(1119)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	335	0.9384	276	0.9718	5.4376
4- 5	351	0.9777	268	0.9571	2.0450
5- 6	345	0.9664	311	0.9719	0.1561
6- 7	324	0.9672	316	0.9814	1.0172
7- 8	333	0.9708	317	0.9754	0.1056
8- 9	333	0.9569	299	0.9492	0.3003
9-10	339	0.9631	327	0.9820	1.8802
	2360(2451)		2114(2179)		

ITEM - (82) 54
(83) 55

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	154	0.8370	144	0.8571	0.2420
4- 5	150	0.8427	155	0.8960	1.6825
5- 6	172	0.9503	156	0.8914	2.0833
6- 7	155	0.8659	125	0.8013	2.3549
7- 8	143	0.8266	112	0.7044	8.3636 *
8- 9	133	0.7733	98	0.7206	1.4244
9-10	118	0.6821	115	0.7770	4.8618
TOTAL	1025(1240)		905(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	338	0.9441	262	0.9225	0.4918
4- 5	331	0.9220	262	0.9357	0.1968
5- 6	310	0.8708	288	0.9000	0.9573
6- 7	286	0.8537	266	0.8287	0.6858
7- 8	269	0.7912	258	0.7938	0.0079
8- 9	268	0.7746	225	0.7212	3.1155
9-10	212	0.6057	191	0.5788	0.8197
	2014(2444)		1752(2172)		

ITEM - (82) 55
(83) 56

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	83	0.4586	94	0.5629	3.8393
4- 5	85	0.4885	94	0.5595	1.7513
5- 6	84	0.4746	89	0.5361	1.3191
6- 7	85	0.5120	62	0.4306	2.0803
7- 8	62	0.4133	57	0.3986	0.0645
8- 9	49	0.3182	41	0.3504	0.2808
9-10	35	0.2431	38	0.2794	0.3756
TOTAL	483(1146)		475(1041)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	240	0.6818	238	0.8410	16.0901 **
4- 5	240	0.6723	210	0.7749	6.5702
5- 6	216	0.6085	205	0.6613	1.8705
6- 7	192	0.6019	137	0.4567	13.1982 **
7- 8	126	0.3925	147	0.4900	5.9650
8- 9	113	0.3542	132	0.4444	5.0673
9-10	128	0.3975	128	0.4063	0.0503
TOTAL	1255(2345)		1197(2076)		

ITEM - (82) 56
(83) 58

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	101	0.5519	105	0.6325	2.2770
4- 5	102	0.5698	108	0.6353	1.5039
5- 6	86	0.4804	87	0.5210	0.5707
6- 7	94	0.5371	72	0.4737	1.3185
7- 8	60	0.3659	50	0.3378	0.2458
8- 9	50	0.3067	42	0.3415	0.3400
9-10	46	0.2875	43	0.3028	0.0710
TOTAL	539(1203)		507(1068)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	236	0.6686	233	0.8233	15.0501 **
4- 5	218	0.6193	199	0.7370	8.4701 *
5- 6	166	0.4743	183	0.5922	9.1327 *
6- 7	154	0.4904	122	0.4053	4.4553
7- 8	121	0.3805	131	0.4295	1.4956
8- 9	100	0.3077	108	0.3649	2.0255
9-10	112	0.3457	111	0.3469	0.0009
TOTAL	1107(2336)		1087(2084)		

ITEM - (82) 57
(83) 60

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	124	0.6739	138	0.8214	12.4796 **
4- 5	143	0.7989	143	0.8412	1.0185
5- 6	150	0.8333	147	0.8448	0.0763
6- 7	132	0.7630	139	0.8910	8.7795 *
7- 8	136	0.8193	134	0.8590	0.8276
8- 9	133	0.7778	118	0.8676	3.9954
9-10	130	0.7647	124	0.8378	2.7634
TOTAL	948(1223)		943(1108)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	325	0.9104	283	0.9930	15.7047 **
4- 5	331	0.9298	262	0.9391	0.1961
5- 6	325	0.9078	300	0.9404	2.6055
6- 7	309	0.9251	297	0.9340	0.1837
7- 8	316	0.9240	310	0.9538	2.1584
8- 9	292	0.8588	297	0.9429	16.7630 **
9-10	307	0.8822	312	0.9369	7.4061 *
TOTAL	2205(2435)		2061(2174)		

ITEM - (82) 58
(83) 61

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	162	0.8901	148	0.8810	0.0442
4- 5	160	0.9040	146	0.8488	1.5996
5- 6	154	0.8508	134	0.7701	3.4885
6- 7	142	0.8161	116	0.7250	4.1748
7- 8	134	0.7746	108	0.6879	3.7317
8- 9	136	0.7907	96	0.6957	4.1750
9-10	117	0.6686	106	0.7114	0.8914
TOTAL	1005(1234)		854(1118)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	323	0.9048	251	0.8807	0.5607
4- 5	310	0.8659	252	0.9000	1.1151
5- 6	278	0.7765	276	0.8652	8.1054 *
6- 7	267	0.7970	251	0.7868	0.1035
7- 8	260	0.7602	252	0.7778	0.3130
8- 9	253	0.7229	225	0.7143	0.0744
9-10	244	0.6952	229	0.6918	0.0114
	1935(2451)		1736(2173)		

ITEM - (82) 59
(83) 62

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	102	0.5543	85	0.5060	0.8316
4- 5	84	0.4693	79	0.4566	0.0567
5- 6	96	0.5333	98	0.5600	0.2551
6- 7	76	0.4294	70	0.4459	0.0914
7- 8	70	0.4046	78	0.4937	2.6474
8- 9	51	0.3000	68	0.4928	11.4419 **
9-10	43	0.2500	55	0.3691	4.5809
TOTAL	522(1235)		533(1118)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	212	0.5922	192	0.6737	4.4961
4- 5	176	0.4930	177	0.6344	13.3578 **
5- 6	203	0.5670	218	0.6855	10.0860 *
6- 7	206	0.6242	232	0.7296	7.6615 *
7- 8	214	0.6221	209	0.6471	0.4429
8- 9	186	0.5360	222	0.7093	21.0663 **
9-10	230	0.6534	206	0.6186	0.8834
	1427(2446)		1456(2169)		

ITEM - (82) 60
(83) 63

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	118	0.6413	104	0.6190	0.1806
4- 5	111	0.6236	102	0.5896	0.4211
5- 6	113	0.6278	85	0.4885	7.1263
6- 7	115	0.6461	66	0.4204	17.6440 **
7- 8	117	0.6724	62	0.4052	24.1342 **
8- 9	118	0.6860	68	0.4964	11.3952 **
9-10	138	0.7841	85	0.5705	15.2904 **
TOTAL	830(1242)		572(1111)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	169	0.4747	107	0.3754	6.7661
4- 5	167	0.4691	94	0.3369	11.8524 **
5- 6	154	0.4302	110	0.3459	5.1848
6- 7	128	0.3879	78	0.2461	14.1035 **
7- 8	125	0.3634	98	0.3034	2.5979
8- 9	140	0.4011	78	0.2484	16.7228 **
9-10	106	0.3029	109	0.3283	0.4788
	989(2443)		674(2168)		

ITEM - (82) 61
(83) 64

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	74	0.4044	72	0.4286	0.2058	
4- 5	69	0.3855	63	0.3663	0.1297	
5- 6	48	0.2712	82	0.4740	14.4386	**
6- 7	76	0.4246	110	0.6918	24.1310	**
7- 8	109	0.6301	116	0.7342	3.5923	
8- 9	117	0.6842	95	0.6985	0.0623	
9-10	122	0.6971	89	0.5973	3.2182	
TOTAL	615(1237)		627(1115)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	175	0.4902	108	0.3789	7.9105	*
4- 5	177	0.4944	115	0.4137	4.1146	
5- 6	168	0.4693	148	0.4639	0.0193	
6- 7	158	0.4731	206	0.6458	19.6298	**
7- 8	227	0.6676	198	0.6092	2.2869	
8- 9	235	0.6792	174	0.5541	10.3817	**
9-10	223	0.6371	205	0.6156	0.3189	
TOTAL	1363(2443)		1154(2173)			

ITEM - (82) 62
(83) 65

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	165	0.8967	140	0.8333	1.8130	
4- 5	143	0.7989	153	0.8895	3.7016	
5- 6	138	0.7624	137	0.7829	0.1906	
6- 7	117	0.6536	98	0.6164	0.6009	
7- 8	106	0.6057	92	0.5860	0.1654	
8- 9	100	0.5814	100	0.7299	8.6394	*
9-10	120	0.6818	128	0.8591	13.0168	**
TOTAL	889(1246)		848(1117)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	224	0.6257	184	0.6456	0.2641	
4- 5	230	0.6407	172	0.6143	0.4594	
5- 6	215	0.6006	175	0.5469	2.0431	
6- 7	180	0.5405	199	0.6219	4.5292	
7- 8	193	0.5627	187	0.5736	0.0839	
8- 9	172	0.4928	206	0.6581	18.9192	**
9-10	222	0.6325	254	0.7651	12.5830	**
TOTAL	1436(2451)		1377(2176)			

ITEM - (82) 63
(83) 66

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	36	0.1967	35	0.2096	0.0632	
4- 5	28	0.1582	34	0.1965	0.5632	
5- 6	26	0.1444	50	0.2857	7.7554	*
6- 7	50	0.2809	64	0.4156	6.5595	
7- 8	89	0.5145	88	0.5714	1.1584	
8- 9	92	0.5412	69	0.5036	0.4679	
9-10	97	0.5575	69	0.4631	3.1315	
TOTAL	418(1235)		409(1109)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	56	0.1564	38	0.1343	0.3856	
4- 5	47	0.1317	33	0.1179	0.1485	
5- 6	61	0.1709	68	0.2132	1.4988	
6- 7	77	0.2299	126	0.3925	21.5703	**
7- 8	155	0.4532	134	0.4136	1.2998	
8- 9	164	0.4740	106	0.3397	14.7022	**
9-10	123	0.3514	99	0.2991	2.3169	
TOTAL	683(2445)		604(2170)			

ITEM - (82) 64
(83) 67

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	155	0.8470	137	0.8155	0.4162	
4- 5	141	0.8011	135	0.7895	0.0564	
5- 6	147	0.8167	124	0.7126	4.5795	
6- 7	143	0.7989	99	0.6346	10.7590	**
7- 8	105	0.6105	80	0.5031	4.5520	
8- 9	98	0.5698	84	0.6222	0.9955	
9-10	112	0.6550	87	0.5839	1.9242	
TOTAL	901(1233)		746(1112)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	298	0.8324	242	0.8521	0.2864	
4- 5	280	0.7843	235	0.8514	3.2654	
5- 6	272	0.7640	247	0.7767	0.1258	
6- 7	226	0.6828	191	0.5987	5.3391	
7- 8	202	0.5906	190	0.5937	0.0074	
8- 9	179	0.5173	197	0.6334	10.2752	**
9-10	198	0.5673	204	0.6163	1.8968	
	1655(2439)		1506(2159)			

ITEM - (82) 65
(83) 68

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	151	0.8207	122	0.7262	3.4174	
4- 5	141	0.7877	124	0.7209	1.7059	
5- 6	145	0.8056	110	0.6358	11.0815	**
6- 7	131	0.7360	85	0.5380	14.3082	**
7- 8	100	0.5747	78	0.4906	2.5655	
8- 9	99	0.5789	63	0.4632	4.4234	
9-10	93	0.5284	75	0.5068	0.1644	
TOTAL	860(1242)		657(1114)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	294	0.8235	228	0.8000	0.3686	
4- 5	279	0.7837	198	0.7097	3.6017	
5- 6	260	0.7263	203	0.6384	5.4660	
6- 7	218	0.6547	133	0.4182	38.1989	**
7- 8	165	0.4839	143	0.4441	1.1007	
8- 9	161	0.4585	176	0.5641	7.7255	*
9-10	171	0.4928	180	0.5422	1.7378	
	1547(2441)		1261(2166)			

ITEM - (82) 66
(83) 69

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	113	0.6141	114	0.6786	1.5212	
4- 5	111	0.6307	120	0.6977	1.6285	
5- 6	126	0.7039	103	0.5988	4.0395	
6- 7	107	0.6149	97	0.6299	0.0759	
7- 8	96	0.5680	78	0.5166	0.8819	
8- 9	86	0.5089	58	0.4531	0.9443	
9-10	92	0.5444	85	0.6071	1.2582	
TOTAL	731(1220)		655(1085)			

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	317	0.8855	268	0.9404	3.4197	
4- 5	303	0.8511	241	0.8700	0.3988	
5- 6	268	0.7571	282	0.8840	19.3530	**
6- 7	275	0.8308	273	0.8585	0.8890	
7- 8	282	0.8246	256	0.8000	0.7137	
8- 9	261	0.7543	245	0.7853	1.1226	
9-10	277	0.7960	277	0.8369	2.0290	
	1983(2435)		1842(2162)			

ITEM - (82) 67
(83) 70

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	165	0.8967	152	0.9048	0.0703
4- 5	163	0.9157	164	0.9480	1.1343
5- 6	169	0.9389	160	0.9195	0.4118
6- 7	159	0.8983	145	0.9062	0.0660
7- 8	156	0.8914	140	0.8805	0.1236
8- 9	155	0.9064	122	0.9037	0.0070
9-10	165	0.9375	135	0.9122	0.6417
TOTAL	1132(1241)		1018(1117)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	321	0.8992	269	0.9472	3.8506
4- 5	313	0.8743	256	0.9242	4.1024
5- 6	318	0.8908	297	0.9310	2.8850
6- 7	295	0.8859	286	0.9079	0.8308
7- 8	301	0.8879	278	0.8687	0.6376
8- 9	302	0.8678	273	0.8750	0.0896
9-10	306	0.8793	294	0.8936	0.3654
	2156(2440)		1953(2156)		

ITEM - (82) 68
(83) 71

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	124	0.6739	137	0.8155	11.8676 **
4- 5	129	0.7207	120	0.6977	0.3128
5- 6	140	0.7735	146	0.8343	2.2183
6- 7	145	0.8101	129	0.8113	0.0009
7- 8	155	0.8857	140	0.8917	0.0201
8- 9	153	0.8895	127	0.9270	0.7221
9-10	152	0.8837	134	0.9054	0.2522
TOTAL	998(1242)		933(1116)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	249	0.6975	204	0.7158	0.3033
4- 5	260	0.7263	219	0.7821	2.8012
5- 6	265	0.7402	266	0.8313	7.9921 *
6- 7	263	0.7970	258	0.8088	0.1291
7- 8	252	0.7456	259	0.7994	2.7354
8- 9	279	0.8017	255	0.8147	0.1583
9-10	264	0.7564	273	0.8248	4.5273
	1832(2438)		1734(2172)		

ITEM - (82) 69
(83) 72

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	160	0.8696	144	0.8571	0.1446
4- 5	153	0.8547	148	0.8555	0.0005
5- 6	158	0.8827	149	0.8514	0.9224
6- 7	160	0.8939	147	0.9304	1.1948
7- 8	158	0.9133	148	0.9250	0.1215
8- 9	158	0.9240	124	0.9051	0.2889
9-10	166	0.9486	140	0.9396	0.0692
TOTAL	1113(1240)		1000(1120)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	273	0.7647	237	0.8316	5.0205
4- 5	299	0.8352	233	0.8351	0.0000
5- 6	291	0.8151	274	0.8562	2.0215
6- 7	270	0.8157	274	0.8589	2.1499
7- 8	278	0.8105	273	0.8478	1.6395
8- 9	289	0.8329	256	0.8179	0.2609
9-10	288	0.8252	290	0.8815	3.7950
	1988(2442)		1837(2167)		

ITEM - (82) 70
(83) 73

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	112	0.6120	116	0.6905	2.1660
4- 5	106	0.5922	108	0.6243	0.3642
5- 6	104	0.5778	93	0.5471	0.3315
6- 7	108	0.6316	88	0.5714	1.1778
7- 8	75	0.4412	66	0.4204	0.1418
8- 9	79	0.4620	49	0.3630	2.9722
9-10	69	0.4132	66	0.4521	0.4731
TOTAL	653(1221)		586(1103)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	262	0.7318	224	0.7887	2.1795
4- 5	269	0.7514	207	0.7500	0.0013
5- 6	235	0.6620	219	0.6887	0.5088
6- 7	210	0.6364	194	0.6101	0.4764
7- 8	172	0.5089	176	0.5587	1.7233
8- 9	171	0.4957	172	0.5548	2.4324
9-10	165	0.4783	172	0.5212	1.3232
	1484(2429)		1364(2151)		

ITEM - (82) 71
(83) 74

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	113	0.6243	121	0.7246	3.6195
4- 5	117	0.6610	119	0.6919	0.3441
5- 6	123	0.6796	113	0.6608	0.1280
6- 7	120	0.6857	94	0.5987	2.5969
7- 8	86	0.5059	80	0.5128	0.0162
8- 9	82	0.4824	54	0.4030	1.9575
9-10	79	0.4817	76	0.5342	0.8842
TOTAL	720(1218)		659(1103)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	269	0.7556	240	0.8481	5.9617
4- 5	271	0.7591	222	0.7929	0.7911
5- 6	242	0.6798	233	0.7397	2.6542
6- 7	213	0.6494	197	0.6234	0.4804
7- 8	195	0.5786	188	0.5987	0.2903
8- 9	184	0.5364	173	0.5581	0.3369
9-10	177	0.5160	186	0.5688	2.0630
	1551(2420)		1439(2145)		

ITEM - (82) 72
(83) 75

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	103	0.5598	93	0.5569	0.0030
4- 5	100	0.5618	100	0.5814	0.1365
5- 6	102	0.5667	103	0.5954	0.2954
6- 7	112	0.6257	97	0.6139	0.0473
7- 8	85	0.5030	86	0.5409	0.4787
8- 9	82	0.4910	72	0.5333	0.5431
9-10	99	0.5789	81	0.5510	0.2505
TOTAL	683(1228)		632(1111)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	248	0.6947	229	0.8063	9.6348 *
4- 5	243	0.6845	207	0.7473	2.9966
5- 6	253	0.7147	236	0.7492	0.9702
6- 7	217	0.6517	226	0.7175	3.4250
7- 8	220	0.6509	222	0.6981	1.7853
8- 9	235	0.6871	229	0.7435	2.5160
9-10	247	0.7222	243	0.7409	0.2839
	1663(2421)		1592(2145)		

ITEM - (82) 73
(83) 76

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	98	0.5385	103	0.6131	2.0309
4- 5	91	0.5084	95	0.5556	0.8123
5- 6	99	0.5531	113	0.6570	3.9523
6- 7	112	0.6400	96	0.6275	0.0537
7- 8	107	0.6257	101	0.6392	0.0626
8- 9	107	0.6407	79	0.5985	0.5488
9-10	100	0.5882	98	0.6667	2.0239
TOTAL	714(1223)		685(1101)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	225	0.6303	203	0.7199	6.3005
4- 5	239	0.6676	202	0.7240	2.4857
5- 6	215	0.6006	236	0.7445	17.3448 **
6- 7	222	0.6687	240	0.7524	5.6733
7- 8	234	0.6903	231	0.7241	0.9392
8- 9	276	0.7886	248	0.7923	0.0116
9-10	276	0.7931	275	0.8308	1.2017
	1687(2442)		1635(2160)		

ITEM - (82) 74
(83) 77

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	69	0.3791	53	0.3155	1.8196
4- 5	62	0.3483	52	0.3041	0.8770
5- 6	63	0.3500	50	0.2907	1.5905
6- 7	46	0.2599	45	0.2961	0.5500
7- 8	27	0.1607	38	0.2484	3.1634
8- 9	26	0.1538	32	0.2443	3.1030
9-10	25	0.1471	24	0.1667	0.1541
TOTAL	318(1224)		294(1081)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	113	0.3174	73	0.2580	2.9007
4- 5	147	0.4141	86	0.3082	9.1051 *
5- 6	128	0.3647	83	0.2618	9.1659 *
6- 7	94	0.2857	78	0.2516	0.9657
7- 8	100	0.2976	70	0.2222	4.8085
8- 9	64	0.1871	55	0.1763	0.1000
9-10	49	0.1412	44	0.1337	0.0491
	695(2416)		489(2145)		

ITEM - (82) 75
(83) 78

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	133	0.7228	98	0.5868	6.4877
4- 5	107	0.6011	97	0.5607	0.5746
5- 6	105	0.5833	85	0.4913	2.9919
6- 7	85	0.4775	67	0.4241	0.9591
7- 8	58	0.3353	61	0.3861	0.8544
8- 9	68	0.4000	40	0.2941	3.3939
9-10	68	0.4000	53	0.3581	0.5563
TOTAL	624(1233)		501(1113)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	183	0.5112	120	0.4211	5.6264
4- 5	162	0.4551	111	0.3964	2.3519
5- 6	152	0.4246	105	0.3281	6.8632
6- 7	120	0.3593	100	0.3135	1.4943
7- 8	122	0.3547	105	0.3231	0.7274
8- 9	93	0.2680	87	0.2780	0.0710
9-10	96	0.2759	85	0.2560	0.2919
	928(2445)		713(2174)		

ITEM - (82) 76
(83) 79

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	59	0.3207	36	0.2182	6.1746
4- 5	50	0.2841	36	0.2093	3.2890
5- 6	41	0.2330	34	0.1954	0.8341
6- 7	32	0.1829	25	0.1645	0.1858
7- 8	19	0.1098	24	0.1579	1.2637
8- 9	10	0.0595	19	0.1407	3.3376
9-10	18	0.1098	14	0.0972	0.0814
TOTAL	229(1216)		188(1094)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	82	0.2316	61	0.2163	0.2820
4- 5	93	0.2612	40	0.1444	16.2648 **
5- 6	73	0.2080	51	0.1604	2.8915
6- 7	55	0.1672	36	0.1158	3.2330
7- 8	53	0.1582	39	0.1215	1.6901
8- 9	36	0.1043	38	0.1226	0.4152
9-10	33	0.0957	16	0.0483	2.8925
	425(2415)		281(2150)		

ITEM - (82) 77
(83) 80

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	22	0.1209	20	0.1220	0.0009
4- 5	25	0.1397	16	0.0925	1.7819
5- 6	31	0.1722	16	0.0920	5.1873
6- 7	31	0.1742	22	0.1375	1.0303
7- 8	23	0.1314	7	0.0443	5.7355
8- 9	17	0.0988	16	0.1159	0.2039
9-10	30	0.1724	20	0.1351	1.0114
TOTAL	179(1240)		117(1115)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	104	0.2905	72	0.2535	1.0228
4- 5	101	0.2829	62	0.2214	2.8013
5- 6	138	0.3887	86	0.2704	11.0839 **
6- 7	135	0.4079	112	0.3511	2.4711
7- 8	160	0.4678	75	0.2308	44.2248 **
8- 9	137	0.3971	60	0.1905	33.1964 **
9-10	108	0.3112	53	0.1596	18.4136 **
	883(2435)		520(2173)		

ITEM - (82) 78
(83) 81

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	8	0.0435	4	0.0241	0.8948
4- 5	6	0.0335	6	0.0347	0.0032
5- 6	6	0.0331	6	0.0343	0.0031
6- 7	4	0.0225	10	0.0625	3.6850
7- 8	5	0.0289	7	0.0440	0.5172
8- 9	3	0.0174	12	0.0870	10.0991 *
9-10	4	0.0227	8	0.0604	3.1262
TOTAL	36(1243)		54(1120)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	25	0.0700	22	0.0772	0.0894
4- 5	22	0.0613	8	0.0286	1.8484
5- 6	32	0.0896	39	0.1223	1.9688
6- 7	35	0.1051	50	0.1582	5.0250
7- 8	63	0.1837	30	0.0932	14.9406 **
8- 9	41	0.1192	45	0.1442	1.1270
9-10	23	0.0657	32	0.0964	1.7602
	241(2443)		226(2166)		

ITEM - (82) 80
(83) 83

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	111	0.6033	105	0.6325	0.3420
4- 5	128	0.7191	132	0.7674	0.9351
5- 6	133	0.7389	121	0.6954	0.7654
6- 7	134	0.7528	105	0.6688	2.6940
7- 8	104	0.6154	112	0.7000	2.6920
8- 9	108	0.6429	95	0.7037	1.2678
9-10	102	0.6145	92	0.6174	0.0032
TOTAL	820(1223)		762(1113)		

ITEM - (82) 97
(83) 93

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	98	0.5326	69	0.4157	4.7906
4- 5	83	0.4637	79	0.4566	0.0175
5- 6	100	0.5525	89	0.5205	0.3618
6- 7	106	0.5922	88	0.5752	0.0959
7- 8	88	0.5057	83	0.5253	0.1273
8- 9	93	0.5439	77	0.5789	0.3697
9-10	100	0.5714	89	0.5973	0.2165
TOTAL	668(1243)		574(1103)		

ITEM - (82) 99
(83) 94

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	143	0.7772	131	0.7798	0.0030
4- 5	146	0.8249	139	0.8035	0.2019
5- 6	144	0.8000	121	0.7202	2.7884
6- 7	127	0.7299	99	0.6513	2.5261
7- 8	112	0.6474	102	0.6538	0.0172
8- 9	117	0.6842	96	0.7273	0.6968
9-10	102	0.6182	108	0.7397	5.7718
TOTAL	891(1224)		796(1095)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	313	0.8743	250	0.8834	0.0699
4- 5	294	0.8235	237	0.8525	0.7026
5- 6	297	0.8296	241	0.7579	4.6377
6- 7	265	0.7934	214	0.6687	13.5869 **
7- 8	247	0.7265	223	0.6925	1.0182
8- 9	227	0.6561	208	0.6645	0.0630
9-10	227	0.6561	216	0.6506	0.0271
	1870(2439)		1589(2166)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	224	0.6257	119	0.4190	27.2057 **
4- 5	215	0.5989	141	0.5165	4.2345
5- 6	211	0.5894	145	0.4633	10.6831 **
6- 7	204	0.6108	139	0.4399	19.0725 **
7- 8	178	0.5235	169	0.5248	0.0012
8- 9	191	0.5552	150	0.4792	3.8066
9-10	203	0.5817	174	0.5305	1.7807
	1426(2442)		1037(2149)		

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	255	0.7143	192	0.6882	0.4329
4- 5	251	0.7090	197	0.7190	0.0618
5- 6	235	0.6772	181	0.6054	3.3643
6- 7	202	0.6273	124	0.4232	25.9121 **
7- 8	172	0.5276	143	0.4569	3.2393
8- 9	135	0.4030	124	0.4106	0.0373
9-10	146	0.4520	123	0.3808	3.3197
	1396(2364)		1084(2083)		

ITEM - (82) 86
(83) 95

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	64	0.3478	51	0.3036	0.7432
4- 5	66	0.3729	52	0.3006	1.9763
5- 6	68	0.3778	52	0.3023	2.1637
6- 7	62	0.3503	53	0.3397	0.0398
7- 8	69	0.3988	69	0.4367	0.5116
8- 9	67	0.3895	48	0.3504	0.5056
9-10	69	0.4012	64	0.4295	0.2776
TOTAL	465(1235)		389(1113)		

ITEM - (82) 87
(83) 96

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	119	0.6467	132	0.7952	9.3269 *
4- 5	114	0.6369	147	0.8497	19.3298 **
5- 6	122	0.6816	131	0.7661	3.0300
6- 7	118	0.6667	119	0.7580	3.3635
7- 8	104	0.6047	108	0.6879	2.7589
8- 9	102	0.5965	111	0.8222	18.6448 **
9-10	114	0.6552	121	0.8176	10.2298 **
TOTAL	793(1236)		869(1107)		

ITEM - (82) 38
(83) 97

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	94	0.5165	129	0.7725	26.0599 **
4- 5	93	0.5196	136	0.7861	28.5509 **
5- 6	101	0.5580	141	0.8103	25.7975 **
6- 7	108	0.6067	119	0.7484	7.6996 *
7- 8	115	0.6609	110	0.6962	0.4708
8- 9	106	0.6199	92	0.6970	2.0217
9-10	121	0.6954	124	0.8378	7.4100 *
TOTAL	738(1239)		851(1111)		

ITEM - (82) 89
(83) 98

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	120	0.6522	110	0.6587	0.0159	
4- 5	109	0.6124	109	0.6301	0.1180	
5- 6	124	0.6889	116	0.6744	0.0791	
6- 7	109	0.6229	107	0.6730	0.8982	
7- 8	95	0.5491	89	0.5705	0.1611	
8- 9	88	0.5146	92	0.6866	9.5411	*
9-10	107	0.6149	105	0.7047	2.7776	
TOTAL	752(1235)		728(1110)			

ITEM - (82) 90
(83) 99

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	94	0.5109	102	0.6108	3.7215	
4- 5	90	0.5028	98	0.5698	1.6756	
5- 6	98	0.5444	119	0.6879	7.7273	*
6- 7	110	0.6180	110	0.7006	2.4274	
7- 8	118	0.6743	108	0.6968	0.1770	
8- 9	124	0.7251	84	0.6222	3.4035	
9-10	120	0.6857	89	0.6014	2.4304	
TOTAL	754(1242)		710(1107)			

ITEM - (82) 91
(83) 100

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	95	0.5191	92	0.5509	0.3729	
4- 5	81	0.4551	81	0.4682	0.0642	
5- 6	90	0.5085	54	0.3195	13.0588	**
6- 7	71	0.4034	58	0.3841	0.1281	
7- 8	50	0.2907	37	0.2450	0.7094	
8- 9	43	0.2544	54	0.4060	7.2349	*
9-10	35	0.2023	48	0.3243	5.0239	
TOTAL	465(1228)		424(1092)			

ITEM - (82) 92
(83) 101

BLACK

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	24	0.1311	22	0.1317	0.0003
4- 5	27	0.1508	22	0.1272	0.4328
5- 6	28	0.1547	17	0.0977	2.5305
6- 7	30	0.16	25	0.1592	0.0768
7- 8	23	0.1322	25	0.1603	0.5692
8- 9	18	0.1053	20	0.1471	1.1619
9-10	18	0.1034	9	0.0608	1.2766
TOTAL	168(1239)		140(1111)		

ITEM - (82) 79
(83) 82

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	318	0.8908	268	0.9437	4.9022
4- 5	332	0.9274	270	0.9677	2.8292
5- 6	327	0.9134	290	0.9119	0.0040
6- 7	308	0.9249	279	0.8774	4.0752
7- 8	314	0.9155	289	0.9003	0.4209
8- 9	298	0.8514	269	0.8594	0.1170
9-10	308	0.8800	279	0.8455	2.2445
TOTAL	2205(2449)		1944(2163)		

ITEM - (82) 81
(83) 84

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	298	0.8371	225	0.7923	2.1818
4- 5	314	0.8771	211	0.7590	15.0026 **
5- 6	307	0.8575	263	0.8245	1.2696
6- 7	297	0.9000	259	0.8043	10.2493 **
7- 8	318	0.9271	214	0.6544	85.5563 **
8- 9	312	0.8991	246	0.7935	12.5466 **
9-10	297	0.8486	236	0.7152	20.7824 **
TOTAL	2143(2442)		1654(2170)		

ITEM - (82) 82
(83) 85

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	150	0.4274	151	0.5374	7.5797	*
4- 5	143	0.4040	167	0.6051	25.1719	**
5- 6	132	0.3771	169	0.5365	16.8961	**
6- 7	164	0.4985	148	0.4759	0.3276	
7- 8	131	0.3853	161	0.5111	10.3865	**
8- 9	144	0.4198	162	0.5277	7.5631	*
9-10	171	0.5000	149	0.4571	1.2352	
TOTAL	1035(2409)		1107(2131)			

ITEM - (82) 83
(83) 86

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	291	0.8151	236	0.8309	0.4594	
4- 5	284	0.7933	236	0.8429	2.3782	
5- 6	280	0.7821	265	0.8360	3.0032	
6- 7	262	0.7892	267	0.8318	1.8268	
7- 8	280	0.8163	250	0.7669	2.5192	
8- 9	237	0.6830	261	0.8286	21.5628	**
9-10	264	0.7564	263	0.7922	1.3379	
TOTAL	1898(2444)		1778(2173)			

ITEM - (82) 84
(83) 87

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2
3- 4	53	0.1497	38	0.1338	0.3369
4- 5	57	0.1597	31	0.1107	3.1734
5- 6	50	0.1401	30	0.0943	2.9667
6- 7	42	0.1269	38	0.1184	0.0996
7- 8	45	0.1312	57	0.1743	2.6266
8- 9	61	0.1753	34	0.1079	6.3300
9-10	56	0.1605	42	0.1265	1.6554
TOTAL	364(2439)		270(2177)		

ITEM - (82) 85
(83) 88

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	253	0.7087	163	0.5739	14.9449	**
4- 5	268	0.7486	152	0.5448	33.8946	**
5- 6	267	0.7458	223	0.7013	1.7397	
6- 7	290	0.8683	240	0.7477	12.3902	**
7- 8	326	0.9477	192	0.5890	112.0930	**
8- 9	313	0.8994	219	0.7019	33.3969	**
9-10	301	0.8600	215	0.6476	40.0076	**
TOTAL	2018(2449)		1404(2172)			

ITEM - (82) 86
(83) 89

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	187	0.5238	132	0.4664	2.0948	
4- 5	210	0.5882	148	0.5324	1.9658	
5- 6	204	0.5730	181	0.5710	0.0029	
6- 7	206	0.6224	178	0.5528	3.1834	
7- 8	232	0.6764	148	0.4540	33.3213	**
8- 9	182	0.5322	156	0.4968	0.8245	
9-10	181	0.5171	160	0.4819	0.8516	
TOTAL	1402(2436)		1103(2172)			

ITEM - (82) 87
(83) 90

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	229	0.6415	134	0.4752	18.7909	**
4- 5	217	0.6061	153	0.5504	2.1007	
5- 6	239	0.6676	214	0.6751	0.0406	
6- 7	222	0.6647	223	0.6947	0.6369	
7- 8	297	0.8710	162	0.5000	98.6291	**
8- 9	272	0.7816	167	0.5353	43.0685	**
9-10	245	0.7020	152	0.4606	42.6381	**
TOTAL	1721(2445)		1205(2164)			

ITEM - (82) 88
(83) 91

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	218	0.6141	154	0.5423	3.3921	
4- 5	222	0.6184	145	0.5197	6.3689	
5- 6	211	0.5927	172	0.5478	1.4031	
6- 7	182	0.5549	203	0.6444	5.3712	
7- 8	226	0.6647	211	0.6594	0.0195	
8- 9	230	0.6725	204	0.6559	0.1863	
9-10	166	0.4798	200	0.6173	13.1842	**
TOTAL	1455(2426)		1289(2147)			

ITEM - (82) 89
(83) 92

WHITE

GRADE	82 N	82 P	83 N	83 P	X^2	
3- 4	198	0.5562	138	0.4859	3.5604	
4- 5	223	0.6229	143	0.5107	9.0276	*
5- 6	223	0.6317	200	0.6349	0.0077	
6- 7	210	0.6422	250	0.7837	14.7584	**
7- 8	247	0.7286	248	0.7726	1.4553	
8- 9	269	0.7843	244	0.7771	0.0386	
9-10	244	0.7052	262	0.7939	6.0714	
TOTAL	1614(2422)		1485(2163)			

APPENDIX I

Conceptual Cluster Analysis

The following clusters are the final results of several attempts to conceptually group the items from the questionnaire. Responses to the items in some of the clusters lack stability as demonstrated by low reliability coefficients. Measures of the strength of association were calculated to support the ANOVA findings. This was done because a large sample size, may produce statistical significance resulting from a trivial association between the dependent and independent variable. Eta and Omega squared were selected to support the ANOVA findings because they are the best available estimates of the strength of association . Omega squared is a measure that describes the proportion of variance in the dependent variable accounted for by the independent variable. Eta is a measure that describes the curvilinear correlation between the dependent variable and the independent variable (Kirk, 1982). The following defines the symbols utilized in the narrative.

F - F value

P - Significance level

ω^2 - Omega squared

η - Eta

Cluster 1: Black and White Student Interaction

1. I can explain what the word desegregation means.
2. I think it is a good idea to mix people of different races together.
5. I sit next to both Black and White students at lunch.
8. I talk to both Black and White students in the halls.
29. The teachers treat Black and White students the same.
35. We have talked about desegregation at school.
93. I understand why students are being transferred for desegregation.

Reliability Coefficient: .37

The items in this cluster tended to relate to the students' perceptions of the interaction of Black and White students and their understanding of desegregation. A low reliability coefficient indicated little stability in the responses to the items within the cluster.

An analysis of variance (ANOVA) was completed to identify significant differences between the responses of Black and White students for this cluster. Significant differences existed between the races ($F = 17.581$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in this cluster ($\omega^2 = .004$ and $\eta = .065$).

Cluster 2: Black Student Interaction

3. I think the Black students were brought here so they could get a better education.
4. I think the Black students are here so all students can get to know each other better.
6. I sit next to mostly Black students at lunch.
9. I talk to mostly Black students in the halls.
30. The teachers are nicer to the Black students.
57. The Black students want the White students here.
60. I think the Black students will be here next year.
101. There are enough Black teachers in this school.

Reliability Coefficient: .33

The items in this cluster tended to relate to the students' perceptions of Black student interaction, the reasons the Black students are attending the township school districts, the treatment of Black students by teachers and the number of Black teachers. A low reliability coefficient indicated little stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 892.624$, $p < .001$). The measures of the strength of association indicated an association between race and the students' responses to the items in this cluster ($\omega^2 = .176$ and $\eta = .419$). The independent variable (race) is estimated to account for 18% of the variance in the dependent variable. The percent of affirmative responses was higher for the Black students on all of the items except "The teachers are nicer to the Black students," "I think the Black students will be here next year" and "There are enough Black teachers in this school."

Cluster 3: White Student Interaction

7. I sit next to mostly White students at lunch.
10. I talk to mostly White students in the halls.
31. The teachers are nicer to the White students.
56. The White students want the Black students here.

Reliability Coefficient: .19

The items in this cluster tended to relate to the students' perceptions of White student interaction, the treatment of White students by teachers and the White students wanting the Black students in school. A low reliability coefficient indicated little stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 161.625$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in the cluster ($\omega^2 = .037$ and $\eta = .192$).

Cluster 4: School Environment

36. I would like to do more school activities after school.
38. There are lots of things to do here at school that are fun.
39. There are enough dances and parties at school.
40. I like to come to school.
43. I want to go to this school district next year.
62. School is more fun this year.
63. School was more fun last year.
64. My school day is too long.
69. I feel proud about the school I'm going to this year.
84. School has changed a lot from last year.
88. The school is more crowded than my school last year.
102. I am involved in more school activities this year than last year.
103. I like the music that is played at this school.
104. I like the music that is sung at this school.

Reliability Coefficient: .72

The items in this cluster tended to relate to the students' perceptions of the extra-curricular activities in their school, pride in their school and their desire to return to the school district.

The reliability coefficient indicated stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 319.869$, $p < .001$). The measures of the strength of association indicated a slight association between race and the students' responses to the items in this cluster ($\omega^2 = .071$ and $\eta = .226$). The independent variable (race) is estimated to account for 7% of the variance in the dependent variable. The percent of affirmative responses was higher for the White students on all of the items except "I would like to do more school activities after school," "School was more fun last year," "My school day is too long" and "The school is more crowded than my school last year."

Cluster 5: Teacher/Student Interaction

15. People are friendly to students here.
17. The teachers give too much homework.
18. The teachers explain to me how to do my schoolwork.
19. If I have a problem, the teacher will help me.
20. I know what I need to do to get good grades in my classes.
21. If I make a bad grade, the teacher tells me why.
22. I feel that the teachers try to help me at this school.
23. I can go to see the teacher if I have a problem.
24. I feel that the teachers want me here.
25. I think that the teachers want the Black students here.
26. I think that the teachers want the White students here.
27. I think that my teachers want to be here.
28. I think that the teachers at this school understand me.
61. There is an adult here at school I can talk to if I have a problem.
67. I have enough time to do all my homework.
70. I feel good about myself.
72. I think that I am important.
73. My teacher makes me feel important.
74. My teacher makes me feel good about myself.
86. I have to work harder than last year.
87. I have to work less hard than last year.
96. I am learning more this year than last year.
97. The work is harder this year than last year.
98. I was ready for the work the teachers wanted me to do.
99. The teachers are stricter this year than last year.
100. The teachers are nicer this year than last year.

Reliability Coefficient: .78

The items in this cluster tended to relate to the students' perceptions of interaction between the teachers and the students and student self-concept. The reliability coefficient indicated stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 63.545$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in this cluster ($\omega^2 = .013$ and $\eta = .122$).

Cluster 6: Student/Student Interaction

11. I get to see my friends at school.
12. There is enough time to talk to my friends during school.

13. It is very easy to make friends at this school.
14. I have lots of friends at this school.
16. I have made many friends since I began coming to this school.
68. I have enough time after school to be with my friends.
71. I think I can do anything the other students can do.
75. The other students help me feel good about myself.
76. The other students treat me like everybody else.
77. The other students make fun of me.
78. I feel different from the other students.
79. The other students are mean to me.

Reliability Coefficients: .71

The items in this cluster tended to relate to the students' perceptions of their interaction with other students. The reliability coefficient indicated stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 154.218$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in this cluster ($\omega^2 = .035$ and $\eta = .188$).

Cluster 7: School Discipline

32. I have been punished for being late because my bus was late.
41. I like to miss school.
42. Missing school is all right because it is not important.
89. There are more rules than at my school last year.
90. There are more fights than at my school last year.

Reliability Coefficient: .31

The items in this cluster tended to relate to the students' perceptions of the importance of school and school discipline. A low reliability coefficient indicated little stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 98.635$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in this cluster ($\omega^2 = .023$ and $\eta = .151$).

Cluster 8: Parental Concern for School

49. My parent(s) come to parent/teacher meetings.
50. My parent(s) have talked to some of my teachers.
51. My parent(s) care about my grades.
52. My parent(s) care about my schoolwork.
54. My parent(s) care if I come to school.
55. My parent(s) make me do my homework.

Reliability Coefficient: .43

The items in this cluster tended to relate to the students' perception of their parent(s) concern for the student's schoolwork and attendance. A low reliability coefficient indicated little stability in the responses to the items within the clusters.

Significant differences existed between the responses of Black and White students for this cluster ($F = 46.322$, $p < .001$). However, the measures of the strength of association indicated little association between race and the students' responses to the items in this cluster ($\omega^2 = .011$ and $\eta = .104$).

Cluster 9: Distance/Transportation

37. My school is too far away to do after school activities.
53. My school is too far away for my parent(s) to visit.
65. I have to get up too early to go to school.
66. I get home very late from school.
95. I think the bus rides are too dangerous.

Reliability Coefficient: .56

The items in this cluster tended to relate to the students' perceptions of distance as a factor that hindered parental and student involvement in school and other transportation related concerns. The reliability coefficient indicated limited stability in the responses to the items within the cluster.

Significant differences existed between the responses of Black and White students for this cluster ($F = 1783.498$, $p < .001$). The measures of the strength of association indicated a moderate association between race and the students' responses to the items in the cluster ($\omega^2 = .298$ and $\eta = .546$). The independent variable (race) is estimated to account for 30% of the variance in the dependent variable. The percent of affirmative responses was higher for the Black students on all of the items in the cluster.